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ABSTRACT

This research sought to (1) evaluate the effectiveness of four multi-media presentations designed for use in support of the Navy Career Counseling Program, and (2) obtain additional data relative to the importance, adequacy, and flow of information relevant to objectives of the Navy Career Counseling Program. A film for use by Command Retention Team members was also evaluated. In the three slide presentations, materials were presented to audiences using both slide and "normal" presentation methods, and data were analyzed with respect to knowledge acquisition, presentation impact, adequacy, attitudes toward Navy, and impact and source of information. Results were obtained and reported by individual presentation and across presentations. Additionally, all multi-media slide presentations were analyzed to assess the adequacy of scripts and audiovisuals. (Author)

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TECHNICAL REPORT NO. 6

NAVY CAREER COUNSELING RESEARCH: EVALUATION OF MULTI-MEDIA CAREER COUNSELING MATERIALS

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10 SEPTEMBER 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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This research was directed toward (1) evaluating the effectiveness of four multi-media presentations designed for use in support of the Navy Career Counseling Program; and (2) obtaining additional data relative to the importance, adequacy, and flow of information relevant to objectives of the Navy Career Counseling Program. A film for use by Command Retention Team members was also evaluated. In the three slide presentations, materials were presented to audiences using both slide and "normal" presentation methods

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and data were analyzed with respect to knowledge acquisition, presentation impact, adequacy, attitudes toward Navy, and impact and source of information. Results were obtained and reported by individual presentation and across presentations. Additionally, all multi-media slide presentations were analyzed to assess the adequacy of scripts and audiovisuals.

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SECTION 1 - INTRODUCTION

This report describes results of the evaluation of Navy multi-media career counseling materials. This evaluation was conducted as part of Phase 3 of System Development Corporation's (SDC's) program of research on retention and personnel satisfaction. The materials assessed in this evaluation were developed by the Navy for use in support of the Career Counseling Program. Three sets of materials were slide presentations consisting of a tray of color slides and a script to be read by a Navy presenter. Two of the slide presentations were designed for use with enlisted personnel and one, with Navy wives. The fourth of the sets of materials was a sound film produced in color and packaged as a cassette. This film was designed for use with unit command retention program officer and enlisted personnel. Each of the four sets of materials were shown to samples of the intended audiences. Other Navy presentations normally used in similar tour-of-duty time frames were made to independent samples of these same audiences. Results obtained under these two conditions were used for purposes of evaluation. In addition, scripts and visuals contained in the slide presentations were also analyzed with respect to visual and verbal characteristics. Results of these analyses were also taken into consideration in this evaluation.

1.1 BACKGROUND

The multi-media materials which were evaluated were developed primarily to assist in the transmission of information about Navy career growth and development opportunities, entitlements, and benefits to the intended audiences. A primary characteristic of multi-media materials is that they usually are designed to make use of audiovisual training principles and techniques. Audiovisual training techniques have been investigated by many behavioral scientists and educators, to include Tickton (1971), Travers (1964), Dale (1954) and Wittich and Scholler (1963). The evaluation of audiovisual materials has been discussed by Carrol (1971) who states that "technological stimulus presentation devices such as the phonograph, movie film, or TV are only as good as the material that is presented through them" (p. 816). Achievement and attitudes toward the experience have been used as evaluation measures. According to Carrol, three major criticisms can be levied against evaluative studies of audiovisual materials. These include

(1) inadequate design of studies, (2) achievement measures are sometimes of poor psychometric quality, with low reliability and/or validity, and (3) the studies are nearly always "summative" in nature which attempt to evaluate final products with very few attempts to diagnose and correct defects by "formative" evaluation (Scriven, 1967).

The selection and use of media is an important consideration in the development of audiovisual presentations. According to Romiszowski (1974), media can be classified on the basis of two or more criteria. One such criterion is sensory channel, including audio, audio/visual, visual, and tactile or kinaisthetic channels. A second criterion, such as presenter control, can then be overlayed on the first criterion to form a classification matrix. Other criteria which might be used for classification include: size of group (large, small or individual), fixed or variable rates of presentation, and subject matter stability. For example, techniques which may be suitable for stable subject matter may not be suitable for subject matter which changes often. Using this approach, comparisons can be made across presentation techniques.

Two classes of media characteristics have been identified (Romiszowski, 1974). These are:

1. Essential media characteristics which control the clarity of the message
2. Optional media characteristics which can improve the quality of the presentation, including choosing media which:
    - (a) are attractive to the audience
    - (b) fit the audience's informational/learning habits
    - (c) fit the presenter's habits, skills, and preferences
    - (d) have been shown to result in improved information transmission or increased learning efficiency.

Essential media characteristics can be identified by systematic analysis of presentation objectives. Selection should be dictated by the nature of the learning task, supported by conclusive results of experimentation.

Considerations important for the evaluation of audiovisual presentations have been discussed by Borich (1974). Evaluation generally consists of a comparison of (1) desired products, processes and outcomes with (2) observed products, processes, and outcomes. Formative evaluation techniques include (1) descriptive information, (2) content analysis, (3) critical appraisal, and (4) audience tryout (Sanders and Cunningham, 1974). These investigators conclude that "both the collection of multiple measures of many types of information and the search for relationships among these data should be of primary importance to the evaluation" (p. 307).

According to Edwards (1974), evaluation is distinguished from research on the basis of objectives and not methods. The role of evaluation is defined in terms of the overall process of institutional change. Evaluations are strengthened if subjects are randomly assigned to treatment groups and this practice increases the internal validity of evaluation designs. Efficient models for data analysis create 'dummy' variables to identify group membership and take into account interaction effects of variables which co-vary with the measures to be used as evaluation criteria. All of these considerations have been taken into account in evaluating the effectiveness of Navy multi-media counseling materials.

1.2 OBJECTIVES

The objectives of the Multi-Media Career Counseling Materials Evaluation study were:

(1) To evaluate the effectiveness of four presentations designed for use in support of the Career Counseling Program.

(2) To obtain additional data relative to the importance, adequacy, and flow of information relevant to objectives of the Career Counseling Program.

This report describes evaluation methods and procedures, and presents results obtained from analysis of multi-media materials and assessments of learning--acquisition of knowledge--and audience reactions. Findings are discussed, and conclusions drawn from evaluation findings are also presented.

SECTION 2 - METHODS AND PROCEDURES

Methods and procedures used in this evaluation are described in this section. Navy enlisted personnel station in the San Diego, California; Norfolk, Virginia; and Pearl Harbor, Hawaii areas and Navy wives living in these same areas served as audiences in these evaluations. Enlisted personnel participating in this evaluation were drawn from units selected for investigation in SDC's Phase 3 Command Retention Team study (Holoter, Provenzano, and Copes, 1976). Navy wives were selected in conjunction with the drawing of a sample of wives for survey and interview in the Phase 3 Navy Wives study (Grace, Steiner, and Holoter, 1976).

2.1 EVALUATION DESIGN

The design for evaluation of the three slide presentations is shown in Figure 2-1. Pre-test measures of knowledge and attitudes obtained from slide presentation audiences were compared with pre-test measures for "normal" presentation

Presentation Method	Intent to Reenlist "Control" Variable	Knowledge and Attitude Variables	Presentation Impact, etc.
		Pre-Test	Post-Test
Slide Presentation	Yes and Undecided		
	No		
"Normal" Presentation	Yes and Undecided		
	No		

Figure 2-1. Evaluation Design for Three Slide Presentations

audiences. Similarly obtained post-test measures and knowledge gain or difference scores were also compared. Measures of presentation impact--adequacy, completeness, importance, interest, and judged amount learned--were obtained at the time of the post-test for both methods of presentation. Demographic data were obtained at the time of the pre-test, together with a reenlistment intent measure. These variables served as "control" variables in this evaluation. Two-way analysis of variance using presentation method and intent to reenlist as criteria of classification was used for the major analyses. In support of these analyses, descriptive statistics were obtained and t-tests and Chi-squares were also computed.

The evaluation design adopted for use in the evaluation of the film is shown in Figure 2-2. Pre-test measures of knowledge and attitudes were compared with post-test measures and the t-test used to determine significance of difference for scalar variables. Descriptive statistics and Chi-squares were also computed to support this analysis.

Knowledge and Attitude Variables	Presentation Impact, etc.
Pre-Test	Post-Test

Figure 2-2. Evaluation Design for the Command Retention Team Film

2.2 SAMPLING LOGIC

For the two presentations designed for use with Navy enlisted personnel, the theoretical catchment sample consisted of the entire population of Navy personnel whom the specific presentation was being shown according to Navywide practice. Thus for the Plus Eighteen slide presentation, the theoretical catchment sample consisted of all first-term personnel who had completed 18 months of service; for Minus Ten, all personnel who were within ten months of projected rotation date (PRD) or expiration of active obligated service (EAOS); for the Command Retention Team (CRT) film, all officer and enlisted personnel eligible to serve on the CRT. The theoretical catchment sample was delimited by selecting units on the basis of retention rate, Navy community, location and operational requirements. Fifteen units distributed between high, medium and low retention groupings based on Bureau of Naval Personnel statistics in the surface, air, and submarine communities located in the San Diego, California; Norfolk, Virginia; and Pearl Harbor, Hawaii areas were selected for investigation. Room size set a limit on audience size for each of the units. Operational requirements also set a limit on audience size. Personnel with duties essential to the unit were not available for participation. If the number of available personnel could be fitted into the quarters in which the presentation was to be made, all participated in the evaluation. If not, attempts were made to schedule additional presentations. In cases where the delimited catchment sample was larger than needed, personnel meeting audience requirements were drawn randomly from the unit's duty roster. The sample selection band was relatively narrow by the time all constraints were applied. However, data were collected until sample sizes in each cell of the design were considered adequate for statistical treatment of the data. Certain size imbalance between presentation method groups resulted because of the way paygrades and length of service distributed across the units and because of Navy and unit operational requirements.

For the Navy Wives presentation, the catchment sample consisted of Navy wives living in the same three locations as personnel sampled in the other three evaluations. Navy agencies, and formal and informal communication networks of Navy wives were used to assemble audiences for these presentations. A balance between wives of career and non-career enlisted personnel was sought. The criterion used to determine career status was having committed to an EAOS greater than eight years from time of entry in the service. Because of difficulties in convening groups of ample size in certain locations and because of wives' frequent lack of specific knowledge about other wives' husbands' career status, certain difficulties in obtaining the desired balance were encountered. Collection of additional data made it clear that there was no way to correct for imbalances unless the Navy modified standard procedures for contacting wives. Therefore, the research staff proceeded with the analysis despite a minor imbalance in the obtained sample.

2.3 INSTRUMENT DESIGN

Presentations were viewed by the research staff, and scripts and visuals were analyzed. On the basis of information contained in the presentations and results of this analysis, pre-tests and post-tests were developed for each presentation. Knowledgeable Navy personnel reviewed the tests and try-outs were made using fewer than nine subjects in order to comply with Office of Management and Budget (OMB) regulations in the case of the Navy wives' instrument. Demographics were included in the pre-test. Additional items of special interest to the Navy in the areas of reenlistment advertising and information needs and sources were included in the post-test. Appropriate Navy approvals were obtained for instruments designed for use with audiences of Navy personnel. OMB approval was obtained for the instrument designed for use with Navy wives, with approval granted through December 1976. Copies of these instruments appear in Appendices A, B, C, and D.

2.4 EVALUATION METHODS AND PROCEDURES

Methods used for evaluating the multi-media career counseling materials were presentation materials analysis and audience reaction. Similar group procedures were used to administer slide and "normal" presentations to all slide presentation audiences. More individualized procedures were used with the film audiences because of the nature of the sample and the way the film was normally used in units.

In the presentation materials analysis, script content and visuals were analyzed, and readability level measured (Gunning, 1960). Topics contained in each of the three scripts were analyzed and content categories developed. These were:

a. Security (Family/Personal). This category described ways in which the Navy provides for the well-being and future needs of personnel and their families, such as life insurance, medical, and retirement benefits.

b. Careers in the Navy. This category described career opportunities in general, specific programs for advancement, realistic steps to take in order to be promoted, how to "get ahead", and other career considerations using the grammatical third person.

c. Personal Appeal. This category included phrases meant to evoke emotional responses and these parts of scripts covered career considerations with a personal touch by using forms of the word "you".

d. Reenlistment. This category included words about "shipping over", general references to reenlistment, and non-specific retention inducements.

e. Civilian vs Navy Career Characteristics. This category compared an apparently attractive civilian job with Navy opportunities and advantages.

Word counts were made by sentence and by category, and results were used to compute category percentages and readability levels.

Slides were analyzed on the basis of visual qualities. Ideally, slides should keep viewers alert, fix information in their minds, and arouse interest in the programs and opportunities described. Yet slides, unlike movies, are essentially static and great care must be exercised if slides are to achieve the ideal. Subtleties are not easily conveyed in slides. For example, a sense of action is conveyed only if there are conspicuous signs of motion, such as the wake of a ship or someone obviously running or gesturing. With these characteristics in mind, the slides were analyzed in relation to script content in order to determine relevance. Categories used were Specific, General, and Little or None. Slides judged to be Specific obviously illustrated the topic the script was discussing; those judged to be General, an aspect of the topic or an abstraction about it. Those judged Little or None were irrelevant and sometimes even antithetical to the topic the script was discussing. To differentiate quality more finely, Specific and General categories were further categorized as Satisfactory and Weak. Slides were also rated with respect to "action". Slides classified as "stills" contained only words, pictures of people standing apparently motionless, expressionless head shots, and pictures of buildings, books, and other inanimate objects. Slides rated "action" showed or suggested a great deal of action that seemed very probable in the circumstances depicted. Slides were also categorized on the basis of Photograph or Graphic. Two members of the research staff independently rated slides on the basis of visual qualities described above. A third staff member reviewed results and reconciled the few differences found between the judges' decisions.

The procedure for conducting the evaluations using Navy personnel audiences followed standard operating procedure for the units sampled. Career counselors delivered the slide and "normal" presentations, with "normal" being the method chosen by the counselor for regular use in comparable group counseling sessions. Pre-tests and post-tests were administered by a member of the research staff. Similar procedures were used to evaluate the Navy Wives slide presentation, however this presentation had been infrequently delivered by most counselors. Therefore, additional description specific to the three areas sampled is provided in the following paragraphs.

Wives' Data Collection in the San Diego Area. Attendance at the first session was urged by word-of-mouth and interested Navy wives made additional telephone contacts. A research staff member had made prior contact with several Navy Wives Clubs of America (NWCA) in the area and with the Ombudsman Council in order to stimulate this contact. These key women were of great assistance in assembling the audience. The presentation was scheduled for the same room in which the Navy Wives Information School (NWIS) is held. The building is located in an area where many other Navy activities take place. There was ample parking, ease of access, and wives were familiar with the surroundings. The session was hosted by the Coordinator of the NWIS, a Navyman accustomed to working with wives. The Petty Officer in charge pointed out that the NWIS provides detailed Navy information and face-to-face contact with people directly responsible for areas of importance to Navy families, including the Commissary and Exchange, medical and dental benefits, Champus, Navy Relief Society, and the Housing Office. For this session, the career counselor had taped the script commentary on a cassette because he had found reading the script to be rather difficult while operating the projector. The quality of the taped script was excellent and its use allowed the program to run smoothly. The counselor could more easily maintain direct contact with the audience by using the taping during the presentation. Other sessions were held in a regular wives' meeting place and at two housing locations. "Normal" presentations consisted of a detailed discussion of the NWIS, with an expansion of topics covered at the school to provide nearly the same information contained in the slide package. Since the presentation was informal, questions also tended to be informal.

Data Collection in the Pearl Harbor Area. The first session was held in a housing area community center. The audience was a group of submarine wives "recruited" by a very interested key wife who had been contacted some weeks previously by the research staff. This wife had personally called other wives--half "career" and half "non-career"--and followed up initial contact with several other telephone calls, including reminders on the actual day of the meeting.

Twenty-seven of the 30 wives contacted appeared. One member of a two-man team of career counselors read the script and projected the slides. Reading and projecting simultaneously made the task somewhat difficult. Both men participated in the question and answer period. Questions tended to be specific to the submarine community. Since one of the team had previously served as a submariner, interesting and credible answers were provided. Other sessions in this area were organized by Wives' Ombudsmen and a key NWCA wife, who did an outstanding job of setting up the meeting. With plenty of lead time, she printed and distributed flyers throughout several housing areas close to an installation. The Personal Services Office there also printed and distributed more flyers and provided additional publicity. As a result, audiences totaling about 100 wives were assembled. "Normal" presentations were handled by a team of two career counselors. One gave the program, a formalized talk covering points of information in the slide package, and both took part in the question and answer period. This area has a Navy Wives Information School held only twice a year and presently not well attended. Very few of the wives who were contacted had heard of it, and even fewer had attended. The sessions are publicized in local Navy newspapers which are delivered mainly to Navy housing areas. Younger wives whose husbands are ineligible for Navy housing and who need most to attend the NWIS have little access to Navy newspapers and thus were unlikely to hear about it, even by word of mouth.

Data Collection in the Norfolk Area. This area has Navy Wives Information Schools (NWIS's) in session at two different locations. One is held bi-monthly, with babysitting provided, and four days of informative classes scheduled. The second class meets monthly and uses a panel-type form of presentation, however attendance is limited by size of facility. Wives who had attended the NWIS's were unanimous in their praise--attendance helped them become well-informed and generally more satisfied with Navy life. In addition, they were able to make friends with other Navy wives. In contrast, it was difficult to assemble audiences for the evaluation in this area. Despite publicity in the local Navy newspaper, through NWCA, the Ombudsman Assembly and the Enlisted Wives Club Council, offers of free baby-sitting, and published showing times and places, only a handful of wives attended. Some of the reasons for the apparent lack of interest, according to wives who attended, were: (a) the feeling that many husbands in the area prefer that their wives not "be involved", (b) economical public transportation is not readily available, (c) some wives are apathetic, (d) Privacy Act implications make it difficult to contact some wives, (e) many young wives do not have telephones because of the high cost of telephone service, (f) a recent epidemic of chicken pox in the area and (g) an aircraft carrier's return from deployment. These reasons are typical of the reasons career counselors give in explaining their difficulties in convening groups of wives. One audience raised several specific questions dealing with individual problems which were rather difficult to deal with, but were very well handled. It is interesting to note that several of the dissatisfied wives were noticeably more favorable toward the Navy as a result of this discussion. Another session was held in the home of a wife who rounded up some last-minute participants. Topics the career counselor discussed primarily were security benefits and specific problems encountered by the group members. Wives attending this session were highly satisfied about having personal consideration shown them by a Navy career counselor even though the information they obtained was limited. These examples illustrate how Navy wives' satisfaction can be increased through implementation of the Career Counseling Program.

In summary, it was obvious that wives respond favorably to informational career counseling programs. Those who attended evaluation meetings appeared gratified to find the Navy really wanted to hear their opinions. However, many factors can interfere with wives' attendance at such meetings. Navy Wives Information Schools tend to be well attended. A continuing schedule, extensive publicity, word-of-mouth "advertising", and free baby-sitting assist in keeping attendance high. One area holds two night-time sessions yearly in order to provide working wives the opportunity to attend, and these night classes are very well attended. Wide use of Navy Wives slide presentations will probably stimulate an even greater demand for opportunities to attend the NWIS in their locale.

SECTION 3 - RESULTS

This section presents results of the evaluation of four multi-media presentations designed for use as part of the Navy Career Counseling Program. Results of the presentation materials analysis, characteristics of the four evaluation study samples, and results of the evaluation studies are described. Results of analyses comparing relative importance of information areas to perceived amount learned, describing areas of information interest, and identifying sources of information will also be presented.

Although main findings will be discussed separately for each of the four studies, results are presented in combination for analyses in which comparisons serve to highlight the findings. As discussed earlier, evaluation studies have been identified on the basis of intended audience. Thus, the U.S. Navy 18-Month Slide Presentation is referred to as the Eighteen Months study; the Personnel Retention Slide Presentation, as the Minus Ten study; the Wives Presentation, as the Navy Wives study; and the sound film Absent Without Incentive, as the Command Retention Team study.

3.1 PRESENTATION MATERIALS ANALYSIS

For the three presentations, written scripts and the visuals were available for analysis. Each aspect of these presentations was analyzed separately. Scripts were analyzed to determine length, readability and content. The readability measure was important because presenters are required to read a prepared script in order to make the presentation. Visuals were analyzed with respect to relevance to the script, type of display, and depicted action.

The sound film was designed to portray objectives of the Career Counseling Program and reinforce counseling concepts taught in the Career Information and Counseling Schools. Research staff members judged the degree to which the film met these design requirements and checked their findings against opinions of Navy personnel responsible for and participating in the program. The consensus reached was that the style of presentation was good--it encouraged interest, and the words and pictures satisfactorily emphasized key objectives and counseling techniques. Because the evaluation instrument was designed to provide measures tied to these objectives and techniques, results from the evaluation study reflect the effectiveness with which these objectives and techniques were communicated. Because the sound track contained all verbal material required to make the presentation other than brief introductory remarks, there was no need to make a readability determination.

3.1.1 Script Analysis

Length and readability results for the three presentations are shown in Table 3-1.

Table 3-1. Presentation Length and Readability

Presentation	Total Number of Words	Readability (Gunning's Fog Count)
Plus Eighteeen	2,648	13.7
Minus Ten	3,845	14.1
Navy Wives	2,623	14.5

The longest of the three scripts was Minus Ten. Thus, the length of time required to make this presentation would accordingly be longer. Providing more information was apparently deemed necessary by designers of this script. The absolute length of time required to make any of the three presentations depended on the rate at which the presenter read and the number of in-progress questions asked by the audience. At a few locations, audiotaped versions have been locally prepared and used to make the presentation. This tended to improve the effect and standardize length and quality of the presentation, however, overall quality depended on the capability of the "actor" and the professionalness of the taping.

Readability was measured using the Gunning Fog Count (1960). This measure was selected because it has been in use in a military setting for a number of years (AFM No. 10-4), it is easy to compute, and results are readily interpretable. Thus, it is the type of measure that Navy career counseling personnel could use as an aid in preparing or selecting materials for use in the program. The Fog Count is the reading grade level required for understanding the material. Thus, results obtained for the three presentations indicate that the scripts were of junior college (13th-14th grade) reading ease. Comparable results obtained for slick fiction such as the Saturday Evening Post show a reading-ease level of 6th-8th grade; for digests such as Time or the Reader's Digest, 8th to 10th grade; and for quality popular publications such as Harper's or Business Week, 11th-12th grade. Clearly, the scripts were written at a level higher than would be easily understood or than is customarily used in materials written for popular appeal to large audiences.

With respect to content, the scripts were analyzed to determine the relative number of words in sentences judged to deal with five content categories: security (family/personal), careers in the Navy, comparison of Navy and civilian careers, personal appeal, and reenlistment. Results are shown in Table 3-2. The content areas most emphasized were: for the Plus Eighteen presentation, Careers in Navy (64.7%); Minus Ten, Civilian vs. Navy Careers (28.5%); Careers in Navy (26.2%); and Security (Family/Personal) (20.7%); for Navy Wives, Security (Family/Personal) (63.6%). Breakouts for the first three content areas are summarized in Table 3-3. For the Security (Family/Personal) area, most emphasized specific topics for Plus Eighteen were family benefits in general (38.3%) and medical/dental (31.7%); for Minus Ten, retirement (30.5%), medical/dental (25.6%), and life insurance (20.7%); for Navy Wives, medical/dental (28.5%) and special services such as the Personal Services Office (18.7%). For the Careers in Navy content area, the most emphasized specific topic for all three presentations was special professional and educational advancement programs (Plus Eighteen, 59.0%; Minus Ten, 70.1%; Navy Wives, 49.5%). The Civilian vs. Navy Careers content area was covered only in the Plus Eighteen presentation. Excluding General and Miscellaneous, the two most emphasized areas were income and expenses (39.8%) and job security (24.7%), as shown in Table 3-4.

Table 3-2. Comparison of Content Area Percentages for Three Presentations Based on Numbers of Words Judged to Address Area

Content Area	Plus Eighteen (N=2,648)	Minus Ten (N=3,845)	Navy Wives (N=2,623)
Security (Family/Personal)	6.3%	20.7%	63.6%
Careers in Navy	64.7	26.2	25.4
Civilian vs. Navy Careers	--	28.5	--
Personal Appeals	25.6	4.1	8.4
Reenlistment	--	12.2	--
Other	3.5	8.4	2.6

3.1.2 Visuals Analysis

The basic structure of the three presentations is similar--visuals packaged as a carousel tray of 35mm color slides tied in sequence to specific words contained in this script. The style of photographs and graphics is also similar. For example, all three repeatedly use familiar faces to symbolize "the Navy family" and "the Navy enlisted person." Minorities are seldom depicted, and the same nuclear family composed of mother, father, and little daughter is used over and over again to illustrate various aspects of Navy life. In the Navy Wives presentation, the trio of wives includes white, black, and Oriental women, yet the symbolic husband--and the only husband shown--belongs to the white woman.

Table 3-3. Comparisons of Specific Topics Covered in All Three Slide Presentations Within Security (Family/Personal), and Careers in Navy Content Areas Using Number of Words as the Measure.

Specific Tasks by Content Area	Plus Eighteen	Minus Ten	Navy Wives
Security (Family/Personal)	(N=167)	(N=796)	(N=1669)
Medical/dental	31.7%	25.6%	28.5%
Retirement	1.2	30.5	10.6
Life Insurance	9.6	20.7	10.7
Vacations and leaves	7.2	6.9	4.4
Food and housing	---	---	14.1
Travel	---	8.0	--
Family benefits in general	38.3		13.0
Specific services (Personal Service, Office, Relief Society, etc.	---		18.7
Security and opportunity in general	12.0	8.2	--
Careers in Navy	(N=1712)	(N=1007)	(N=655)
Specific professional and educational advancement programs	59.0%	70.1%	49.5%
General advantages, opportunities for advancement, education, job satisfaction	14.0	23.0	41.2
General career considerations	---	6.9	9.3
"How-to" information	27.0	---	---

Table 3-4. Plus Eighteen Treatment of the Civilian vs Navy Careers Content Area Using Number of Words as the Measure.

Civilian vs Navy Careers Content Area	Percentage (N=1095)
Income and Expenses	39.8%
General Miscellaneous	26.1
Job security	24.7
Opportunities for advancement, etc.	9.4

All three presentations use collages, grouping several pictures together to convey diverse aspects of a topic or to sum up a number of ideas. Minus Ten contains a number of slides with pictures superimposed one on another, such as "Navy people" against gently lapping breakers, showing a man's head against the clouds as he contemplates the future or his school books, or against the Golden Gate to illustrate faraway places. All presentations also repeat slides occasionally, often as a part of a collage, as a way of recapitulating and closing a subject, or to reiterate a point. This should be remembered when comparing results. For example, Plus Eighteen appears to have a greater percentage of pictures, however, many of these are repetitions of previously used visuals.

Presentation visuals were analyzed to determine the proportion of slides in which photographs were utilized. Examination of results in Table 3-5 shows that at least about two-thirds of the slides contained one or more photographs.

Table 3-5. Percentages of Photographs
and Visuals for the Three Slide Presentations.

Presentation	N	Percent
Plus Eighteen	107	71.0%
Minus Ten	108	62.0
Navy Wives	107	67.3

Results of the relevance analysis appear in Table 3-6. Only those slides with photographs were included in this analysis.

For two of the presentations, Plus Eighteen and Minus Ten, about one-third (32.2% and 31.3%) of the picture slides were judged to be of little or no relevance to the words in the script. Percentages of pictures specifically relevant to the to the script were low, with only 7.5 percent being specifically relevant for the Minus Ten presentation. Percentages of pictures judged satisfactory were also modest to low. In descending order of adequacy, judged satisfaction for the Navy Wives presentation was 57.0 percent; for Plus Eighteen, 42.1 percent; and for Minus Ten, 34.4 percent.

Table 3-6. Comparison of Relevance of Picture to Script for Slides Containing Photographs.

Degree and Type of Relevance	Plus Eighteen (N=76)	Minus Ten (N=67)	Navy Wives (N=72)
Specific			
Satisfactory	19.7%	6.0%	13.9%
Weak	2.6	1.5	8.3
Total	22.4%	7.5%	22.2%
General			
Satisfactory	22.4	28.4	43.1
Weak	21.1	32.8	22.2
Total	43.4	61.2	65.3
Little or none	34.2	31.3	12.5
Totals	100.0	100.0	100.0

Results of the analysis of types of displays are shown in Table 3-7. Use of photographic and screen coverage techniques tended to vary with presentation, however, if graphics were the technique used, words were added most of the time in all of the presentations.

Results comparing slides depicting "action" with "still" slides appear in Table 3-8. In general, about two-thirds of the slides were judged to be of the latter type.

In summary, although the treatment of visuals was in many ways quite similar for all of the presentations, certain variations were found. For examples, the Navy Wives presentation was almost totally comprised of visuals containing photographs with graphics or words and graphics which only partially filled the screen.

Table 3-7. Comparisons of Types of Pictorial Display Techniques Used to Prepare Slides.

Type of Display	Plus Eighteen	Minus Ten	Navy Wives
Photographs	(N=76)	(N=67)	(N=72)
One only	30.3%	37.3%	---
More than one	21.1	29.9	4.2%
Plus graphics	14.5	17.9	56.9
Plus words	3.9	--	--
Plus words and graphics	30.3	14.9	38.9
Graphics	(N=31	(N=41)	(N=35)
Only	12.9%	7.3%	11.4%
Plus words	87.1	92.7	88.6
Screen Coverage	(N=107)	(N=108)	(N=107)
Full	64.5%	57.4%	7.5%
Partial	35.5	42.6	92.5

Table 3-8. Comparison of Presentations with Respect to "Action."

Type of Slide	Plus Eighteen (N=107)	Minus Ten (N=108)	Navy Wives (N=107)
"Action" depicted	38.4%	31.5%	29.0%
"Stills"	61.7	68.5	71.0

3.2 SAMPLE CHARACTERISTICS

Descriptive statistics for samples used in each of the studies appear in Table 3-9. In addition to the characteristics reported in this table, 81.2 percent of the Navy Wives sample and 24.4 percent of the Minus Ten sample reported having one or more dependent children. The sample was drawn under as nearly normal conditions as possible. That is, personnel within the targeted audiences who were aboard units visited and who were not required to perform essential operational duties constituted the population from which the Plus Eighteen and Minus Ten samples were drawn. These constraints led to certain imbalance between Slide and "Normal" groups for Minus Ten. Local problems in convening groups of wives as planned led to the imbalance for Navy Wives. Numerous efforts within normal bounds were made to adjust these imbalances, but to no avail. After careful examination of contact procedures and obtained data, it was decided to proceed with the analysis and handle the sample imbalance interpretively.

Table 3-9. Demographic Characteristics of Samples Used in the Three Slide Presentation Evaluation Studies.

Type by Presentation Group and Totals		Plus Eighteen (N=99)[1]	Minus Ten (N=88)[1]	Navy Wives (N=138)[1]
Pay Grade	Slide	3.23	4.14	5.92
	"Normal"	2.75	3.32	5.56
	Total	3.03	3.89	5.78
Months in Navy	Slide	25.94	58.09	130.18
	"Normal"	19.33	34.76	125.46
	Total	22.94	50.98	128.31
First Term of Enlistment	Slide	100.0%	71.9%	19.0%
	"Normal"	100.0	96.0	11.1%
	Total	100.0	79.3	15.9%
Married	Slide	24.1%	42.1%	100.0%
	"Normal"	11.1	28.0	100.0
	Total	18.2	37.8	100.0

[1] The samples were divided into Slide and "Normal" groups as follows: Plus Eighteen, N=54, N=45; Minus Ten, N=57, N=31; Navy Wives, N=84, N=54.

3.3 EVALUATION STUDIES RESULTS

Results for each of the four evaluation studies are presented in this section. For the three slide presentation evaluations, two-way analysis of variance was utilized. Criteria used for classification were method of presentation--slide and "normal"--and intent to reenlist. Relatively small percentages of the samples of enlisted personnel responded Yes (Plus Eighteen, 6.2%; Minus Ten, 9.8%) so the intent variable was treated dichotomously for all three evaluations. The reason for the two-way design was to permit the influence of intent to reenlist on attitude toward the presentation and receptivity to learning to be accounted for in the analyses. Two-way analyses of variance for which significant F's were obtained are presented in the following paragraphs.

For the Command Retention Team study, the purpose of the evaluation and the size of samples potentially available at units to be visited were taken into consideration in the design process. Comparison of pre-film with post-film measures for the total study sample was the design finally adopted for this evaluation.

3.3.1 Plus Eighteen Study Results

For the Plus Eighteen study, significant F's were obtained in eight of the analyses. As shown in Table 3-10, there was a significant difference with respect to how many months personnel had served in the Navy even though all were serving in the first term of enlistment. For the Slide group, the mean number of months was 25.94; for the "Normal" group, 19.33.

Table 3-10. Two-Way Analysis of Variance of Months in the Navy for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** $p<.01$ * $p<.05$
Presentation Method	1	1,081.810	9.230**
Intent to Reenlist	1	.379	.003
Interaction	1	44.550	.380
Explained	3	376.307	3.211*
Residual	92	117.200	

As shown in Table 3-11, members of the Slide group learned significantly more (Mn=15.31) than did members of the "Normal" group (Mn=11.87). Although there was not a significant difference in pre-test scores for these groups, the Slide group scored higher on the pre-test (Mn=11.27) as compared with the "Normal" group (Mn=9.93). Each of these test contained a total of 23 items. Greater length of time in service probably accounts for a major portion of the non-significant difference in pre-test scores.

Table 3-11. Two-Way Analysis of Variance of Post-Test Knowledge Scores for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	297.576	10.524**
Intent to Reenlist	1	21.417	.757
Interaction	1	.118	.004
Explained	3	110.450	3.906*
Residual	92	28.276	

As shown in Table 3-12, pre-post test knowledge score differences (gain scores) were significantly greater for the Slide group (Mn=4.04) than for the "Normal" group (Mn=1.93).

Table 3-12. Two-Way Analysis of Variance of Pre-Post Knowledge Score Differences for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	113.916	8.564**
Intent to Reenlist	1	14.573	1.096
Interaction	1	.198	.015
Explained	3	44.926	3.378*
Residual	92	13.301	

As shown in Table 3-13, presentation impact was significantly greater for the "Normal" group (Mn=26.22) as compared with the Slide group (Mn=21.21). Presentation impact was measured by summing ratings on seven attitudinal measures, and thus a total impact measure of 35 was possible. Intent to reenlist also accounted for a significant amount ($p < .01$) of variance in this analysis. Thus it can be inferred that the presentation was differentially received based on intent to reenlist. This proved to be the case, with the No intent participants scoring lower (Mn=22.53) than the Yes/Und participants (Mn=25.11).

Table 3-13. Two-Way Analysis of Variance of Presentation Impact for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	518.875	16.975**
Intent to Reenlist	1	232.528	7.607**
Interaction	1	15.905	.520
Explained	3	241.261	7.893**
Residual	92	30.567	

As shown in Table 3-14, although interest in obtaining additional information about retirement benefits after the presentation was of significantly more interest to some, this increase in interest was attributable to intent to reenlist rather than presentation method. The Yes/Und intent participants were significantly ($p < .01$) more interested (Mn=3.78) than the No intent participants (Mn=2.41).

Table 3-14. Two-Way Analysis of Variance of Amount of Interest in Retirement Benefits for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	.138	.074
Intent to Reenlist	1	40.890	21.922**
Interaction	1	0.126	.068
Explained	3	13.802	7.400**
Residual	85	1.865	

A Positive Navy Feelings measure was developed by assigning a count of one to each of two attitude items if the group member rated at the positive extremes. One item dealt with opportunity for advancement in the Navy (Q6) and the other with the feeling that the Navy pays attention to its own needs and the needs of individuals when making job assignments (Q7). As shown in Tables 3-15, 3-16, and 3-17, a significant difference with respect to this measure obtained in the pre-test was attributable to reenlistment intent, however in the post-test, differences were attributable both to reenlistment intent and to presentation method. For the "Normal" group, pre-test (Mn=.87) and post-test (Mn=1.04) scores were higher than for the Slide group (Mn=.63; Mn=.71). The attitudinal gain score was also higher for the "Normal" group (Mn=.18) as compared with the Slide group (Mn=.09), however this significant difference was attributable to reenlistment intent only. These results tend to support the presentation impact findings. For the No intent participants there was no change in positive Navy feelings between pre-test (Mn=.61) and post-test (Mn=.61). The Yes/Und intent participants had a higher pre-test attitudinal score (Mn=.89) which became more favorable (Mn=1.15) on the post-test. In other words, Yes/Und intent participants' attitudes were changed in a positive direction after seeing the Slide presentation. Thus, based on these and other research findings, it might be inferred that if such individuals viewed the presentation, not only would they learn about the Navy, but also the likelihood of their reenlisting would be increased.

In summary, the Plus Eighteen Slide group was found to have learned more and been equally motivated to obtain more information, even though they liked the presentation less than did the "Normal" group. Slide group attitudes toward the Navy became more favorable after the presentation, but less so than the "Normal" group and these gains were attributable to intent to reenlist rather than to presentation method.

Table 3-15. Two-Way Analysis of Variance of Pre-test Positive Navy Feelings for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	1.424	3.249
Intent to Reenlist	1	1.692	3.861*
Interaction	1	.304	.693
Explained	3	1.101	2.511
Residual	85	.438	

Table 3-16. Two-Way Analysis of Variance of Post-test Positive Navy Feelings for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	3.423	6.835**
Intent to Reenlist	1	8.006	15.987**
Interaction	1	.044	.088
Explained	3	3.692	7.372
Residual	85	.501	

Table 3-17. Two-Way Analysis of Variance of Pre-post Differences in Positive Navy Feelings for Slide and "Normal" Presentation Groups in Plus Eighteen Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	.431	1.292
Intent to Reenlist	1	2.336	7.000**
Interaction	1	.580	1.737
Explained	3	1.091	3.268*
Residual	85	.334	

3.3.2 Minus Ten Study Results

For the Minus Ten Study, significant F's were obtained in ten of the analyses. As shown in Table 3-18, a significant difference was again obtained with respect to months served in the Navy. The "Normal" group had served significantly fewer months (Mn=34.76) as compared with the Slide group (Mn=58.09).

Table 3-18. Two-Way Analysis of Variance of Months in Navy for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	7,402.629	4.413*
Intent to Reenlist	1	4,030.249	2.402
Interaction	1	1,977.629	1.179
Explained	3	5,154.914	3.073*
Residual	78	1,677.588	

As shown in Table 3-19, pre-test knowledge scores differed significantly for the two groups. The more experienced Slide group scored higher (Mn=7.82) on the pre-test than did the "Normal" group (Mn=4.22). A total of 14 items were included in both the pre-test and the post-test. Groups also differed significantly with respect to intent to reenlist, as might be anticipated given the nature of the samples.

Table 3-19. Two-Way Analysis of Variance of Pre-test Knowledge Scores for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	78.984	6.827**
Intent to Reenlist	1	123.926	10.712**
Interaction	1	.504	.044
Explained	3	80.172	6.930**
Residual	78	11.569	

As shown in Table 3-20, post-test knowledge scores also differed significantly, but for the post-test the variance was significantly attributable only to presentation method. Post-test score was again higher for the Slide group (Mn=10.04) as compared with the "Normal" group (Mn=6.19).

Table 3-20. Two-Way Analysis of Variance of Post-test Knowledge Score for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	286.295	16.435**
Intent to Reenlist	1	53.616	3.078
Interaction	1	14.772	.848
Explained	3	134.442	7.718**
Residual	78	17.420	

As shown in Table 3-21, knowledge gain scores were also significantly greater for the Slide group (Mn=2.26) as compared with the "Normal" group (Mn=1.97). This gain was again attributable to presentation method.

Table 3-21. Two-Way Analysis of Variance of Pre-post Knowledge Score Differences for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	64.529	6.491*
Intent to Reenlist	1	14.516	1.460
Interaction	1	20.732	2.085
Explained	3	30.635	3.081*
Residual	78	9.942	

Comparison of the pre-test and post-test knowledge scores for the No intent participants (Mn=6.00; Mn=7.91) with the Yes/Und intent participants (Mn=8.93; Mn=10.24) shows that Yes/Und had more knowledge. The No group had a higher gain score (Mn=1.91 for No compared with Mn=1.31 for Yes/Und), but this difference was not statistically significant when tested (t =.82, p = .41) independently of presentation method.

As shown in Table 3-22, presentation impact was significantly related to presentation method, but not to intent to reenlist. Impact was greater for the "Normal" group (Mn=22.71) as compared with the Slide group (Mn=20.91).

Table 3-22. Two-Way Analysis of Variance of Presentation Impact for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	151.866	5.376*
Intent to Reenlist	1	81.755	2.894
Interaction	1	23.686	.839
Explained	3	75.756	2.682
Residual	78	28.247	

As shown in Tables 3-23 and 3-24, amount of interest in obtaining additional information about retirement benefits and future Navy earnings after the presentation was significantly more for some, however this interest was attributable to reenlistment intent rather than to presentation method. The Yes/Und intent participants were significantly (t = -5.08, p <.01) more interested (Mn=4.43) in obtaining additional information about retirement benefits than were the No intent participants (Mn=3.00).

Table 3-23. Two-Way Analysis of Variance of Amount of Interest in Retirement Benefits for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	.059	.026
Intent to Reenlist	1	49.993	21.798**
Interaction	1	6.732	2.936
Explained	3	19.467	8.488**
Residual	72	2.293	

Table 3-24. Two-Way Analysis of Variance of Amount of Interest in Future Navy Earnings for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	6.930	3.377
Intent to Reenlist	1	40.056	19.518**
Interaction	1	4.160	2.027
Explained	3	15.727	7.663
Residual	72	2.052	

As shown in Tables 3-25, 3-26, and 3-27, presentation method groups differed significantly with respect to the positive Navy feelings measure. For the Minus Ten group, this measure used six attitudinal items comparing security (Q8), pay (Q9), vacation (Q10), retirement (Q12), cost of life insurance (Q22) and medical/dental costs (Q24) between Navy and civilian jobs.

On the pre-test, presentation method and intent to reenlist were both significant contributors to obtained variance. Prior to extraction of the influence of intent to reenlist, the "Normal" group means on the pre-test (Mn=2.54) and post-test (Mn=2.52) positive Navy feelings measure were slightly higher as compared with the Slide group (Mn=2.33, Mn=2.32). It is interesting to note that the presentation method main effect dropped out for the post-test measures. This means that the "Normal" and Slide groups became more alike after the presentation, with the shift probably attributable to a change in attitude in the "Normal" group. The attitude gain score for the "Normal" group (Mn=.16) showed a shift in the favorable direction while the gain score for the Slide group showed a slight decrease (Mn=-.02).

Comparison of the pre-test (Mn=2.21) and post-test (Mn=2.15) positive Navy feelings measure for the No intent participants with Yes/Und (Mn=3.07, Mn=2.86) indicates that the latter group had more favorable attitudes toward the Navy, as might be anticipated. It is of interest, however, that negative gain scores were obtained for both No (Mn=-.06) and Yes/Und (Mn=-.21). The experience--both Slide and "Normal"--appeared to "turn off" these participants, and those more likely to reenlist tended to be the most "turned off."

Table 3-25. Two-Way Analysis of Variance of Pre-test Positive Feelings About the Navy for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	7.368	5.626*
Intent to Reenlist	1	15.035	11.481**
Interaction	1	2.503	1.911
Explained	3	7.413	5.661**
Residual	72	1.310	

Table 3-26. Two-Way Analysis of Variance of Post-test Positive Feelings About the Navy for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	1.001	.882
Intent to Reenlist	1	9.723	8.560*
Interaction	1	1.185	1.043
Explained	3	3.736	3.289*
Residual	72	1.136	

Table 3-27. Two-Way Analysis of Variance of Pre-Post Differences in Positive Navy Feelings for Slide and "Normal" Presentation Groups in Minus Ten Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	1.001	.882
Intent to Reenlist	1	9.723	8.560**
Interaction	1	1.185	1.043
Explained	3	3.736	3.289*
Residual	72	1.136	

In summary, the Minus Ten Slide group was found to have learned more, and been equally motivated to obtain more information, even though they also liked the presentation less than the "Normal" group. However, for both groups the experience tended to make attitudes toward the Navy less favorable than attitudes were before the presentation.

3.3.3 Navy Wives Study Results

For the Navy Wives study, significant F's were obtained in six of the analyses. As shown in Tables 3-28 and 3-29, the Navy Wives groups differed with respect to reenlistment on the pre-test but not with respect to knowledge scores. On the post-test, the Slide group had higher knowledge scores (Mn=11.80) as compared with the "Normal" group (Mn=9.67) and the reenlistment intent main effect became insignificant.

Table 3-28. Two-Way Analysis of Variance of Pre-Test Knowledge Scores for Slide and "Normal" Presentation Groups in Navy Wives Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	3.533	.531
Intent to Reenlist	1	39.804	5.984*
Interaction	1	.485	.073
Explained	3	14.088	2.118
Residual	130	6.652	

Table 3-29. Two-Way Analysis of Variance of Post-Test Knowledge Scores for Slide and "Normal" Presentation Groups in Navy Wives Study.

Source of Variation	df	Mean Square	F ** p <.01 * p <.05
Presentation Method	1	162.572	18.571**
Intent to Reenlist	1	11.585	1.323
Interaction	1	7.117	.813
Explained	3	58.553	6.688**
Residual	130	8.754	

On the pre-test, Navy wives not willing (No intent) for their husbands to reenlist scored lower (Mn=8.47) than did wives willing or undecided (Yes/Und intent) (9.51). On the post-test, the No group scored higher (11.08) as compared with Yes/Und (10.70).

As shown in Table 3-30 knowledge gain scores for the Slide group (Mn=2.53) were also significantly greater than for the "Normal" group. Knowledge gain scores for No intent (Mn=2.23) were larger than for Yes/Und (Mn=1.57), although this difference was not statistically significant ($t = 1.04$, $p = .30$). This indicates that wives unfavorably disposed to husbands' reenlistment may tend to learn from the experience despite their negative attitudes.

Table 3-30. Two-Way Analysis of Variance of Pre-Post Knowledge Score Differences for Slide and "Normal" Presentation Groups in Navy Wives Study

Source of Variation	df	Mean Square	F ** $p < .01$ * $p < .05$
Presentation Method	1	118.172	13.028**
Intent to Reenlist	1	8.442	.931
Interaction	1	11.315	1.247
Explained	3	47.828	5.273**
Residual	130	9.071	

Presentation impact was not significantly different for the two Navy Wives study groups. However, the attitudes of the Slide group (Mn=25.05) were more favorable than for the "Normal" group (Mn=23.41).

As shown in Table 3-31, amount of interest in obtaining additional information about retirement benefits after the presentation was of significantly more interest to some. However, this difference was attributable to reenlistment intent rather than to presentation method. Interest was greater for Yes/Und intent (Mn=4.49) than for No (Mn=3.78).

Table 3-31. Two-Way Analysis of Variance of Amount of Interest in Retirement Benefits for Slide and "Normal" Presentation Groups in Navy Wives Study.

Source of Variation	df	Mean Square	F ** $p < .01$ * $p < .05$
Presentation Method	1	.191	.131
Intent to Reenlist	1	12.945	8.894**
Interaction	1	.165	.114
Explained	3	4.506	3.096*
Residual	121	1.455	

The positive Navy feelings score used four attitudinal items which compared medical/dental costs (Q14), life insurance costs (Q18) and commissary prices (Q21) between Navy and civilian jobs as well as chance for husband to further education in the Navy (Q20).

Positive Navy feelings were also influenced by the method of presentation in the Navy Wives study, as shown in Tables 3-32 and 3-33. Post-test attitudes for the Slide group (Mn=3.04) were higher than for the "Normal" group (Mn=2.02), although a significant difference was not obtained in the pre-test. Attitude gain scores were also greater for the Slide group (Mn=.38) than for the "Normal" group (Mn=.06). However, reenlistment intent was also a significant contributor to the variance obtained in both of these analyses. Pre-test and post-test attitude scores for Yes/Und intent (Mn=2.56, Mn=2.83) were higher than for No (Mn=1.98, Mn=2.19).

In summary, the Navy Wives Slide group was found to have learned more, been equally motivated to obtain more information, and showed more favorable attitudes toward the Navy after the presentation than did the "Normal" group. The Slide group liked the presentation at least equally as well as did the "Normal" group.

Table 3-32. Two-Way Analysis of Variance of Pre-test Positive Navy Feelings for Slide and "Normal" Presentation Groups in Navy Wives Study.

Source of Variation	*df*	Mean Square	F ** $p < .01$ * $p < .05$
Presentation Method	1	18.808	14.811**
Intent to Reenlist	1	10.217	8.045*
Interaction	1	1.149	.904
Explained	3	9.569	7.535**
Residual	121	1.270	

Table 3-33. Two-Way Analysis of Variance of Post-test Positive Navy Feelings for Slide and "Normal" Presentation Groups in Navy Wives Study.

Source of Variation	*df*	Mean Square	F ** $p < .01$ * $p < .05$
Presentation Method	1	28.952	26.903**
Intent to Reenlist	1	12.849	11.940**
Interaction	1	.288	.268
Explained	3	13.351	12.406**
Residual	121	1.076	

3.3.4 Command Retention Team Study Results

Comparison of pre-test with post-test results for the Command Retention Team study appear on Table 3-34. As shown in this table, all changes are in the desired direction. However, changes were small with regard to the importance of listening (A12/B17) and importance of knowledge and sources for effective counseling (A15/B20). This was most probably due to the fact that pre-test scores were already very high in the desired direction.

Attitudes toward the presentation were also favorable. Overall, the presentation was well liked (Mn=3.91), provided a desirable model for operating a command retention team (Mn=4.28), presented realistic possibilities (Mn=3.35), treated problems in establishing an active command retention team realistically (Mn=3.54), increased interest in having an active command retention team (Mn=3.89), and reflected own feelings about career counseling and command retention programs (Mn=3.68). Most frequent first choice for what the presentation did best was "gave good reasons for establishing a command retention program (29.5%); most frequent second choice was "gave good suggestions for making the retention program the climate of the command--an all-hands job"(35.6%); most frequent third choice was "showed problems and potential solutions as well" (35.0%).

In summary, results showed the Command Retention Team film to be an effective communication device. Both information and attitudes were changed in a positive direction as a result of attending this presentation.

Table 3-34. Comparison of Pre-film and Post-film Responses in Command Retention Team Questionnaire.

Questionnaire Topic A = Pre } Item Number B = Post	Five-Point Scale Means or Percentages by Alternative		
	Pre-film	Post-film	Difference ** p <.01 * p <.05
• Importance of career counselor's job (A5/B10)	4.34	4.61	.270**
• Career counselor can make it alone (A6/B11)	2.45	3.07	.619**
• Desirable to look up records (A7/B12)	4.37	4.71	.340**
• Best use of brochures (A8/B13)			
-Mail them	0.0%	2.8%	2.8%
-Hand them out	19.0	65.1	54.1
-Put in display racks	74.0	29.4	-45.5
-Out of date, use little	3.0	1.8	-1.2
-Don't know	4.0	4.0	.0
• Importance of maintaining active command retention program (A9/B14)	4.34	4.54	.200*
• How to handle ineligibles (A10/B15)			
-Ignore them	0.0%	0.9%	.9%
-Help understand shortcomings	49.5	32.4	-17.1
-Counsel, be friends	31.3	53.7	22.4
-Let personnel officer explain	4.0	1.9	-2.1
-Other	15.2	11.1	-4.1
• Best single reason why people reenlist (A11/B16)			
-Dependent medical	1.0%	1.9%	.9%
-Advancement programs	6.1	5.7	-.4
-Increased pay from advancement	4.1	0.0	-4.1
-Current job satisfaction	28.6	42.5	13.9
-Retirement benefits	25.5	17.5	-8.0
-Reenlistment bonus	15.3	14.2	-1.1
-Other	15.3	15.1	-.2
-Don't know	4.1	3.8	-.3
• Listening is as important as providing information (A12/B17)			
-No, just pass on the information	1.0%	.0%	-1.0%
-No, only brings on complaints	.0	.0	.0
-Yes, helps establish sincere atmosphere	22.2	22.9	.7
-Yes, best basis for valid advice	75.8	76.1	.3
-Don't know	1.0	.9	-.1

Table 3-34. Comparison of Pre-film and Post-film Responses in Command Retention Team Questionnaire (Con't.)

Questionnaire Topic A = Pre } Item Number B = Post	Five-Point Scale Means or Percentages by Alternative		
	Pre-film	Post-film	Difference ** p <.01 P <.05
• Importance of being members of Command Retention Team (A13/B18)			
-Commanding officer	4.13	4.49	.361**
-Executive officer	4.40	4.46	.061
-Department officer	3.90	4.08	.186*
-Division officer	4.15	4.44	.286**
-Personnel officer	4.08	4.32	.232**
-Career counselor	4.89	4.85	-.041
• Importance of "looking Navy" during interviews (A14/B19)	4.05	4.53	.480**
• Importance of knowledge and sources for effective counseling (A15/B20)	4.79	4.85	.060
• Importance of scheduling interviews (A16/B21)	3.46	2.96	-.505**
• Other tasks career counselor might be asked to perform (A17/B22)			
-Serve as Drug Abuse specialist	24.8%	14.7%	-10.1%
-Handle applications for special programs	67.0	56.0	-11.0
-Serve as Public Relations assistant	45.9	28.4	17.5
-Serve as Master at Arms	3.7	4.6	.9
-Other (please specify)	11.9	11.9	.0
-None of the above	10.1	30.3	20.2

3.4 INFORMATION IMPORTANCE/LEARNING ANALYSIS

Participants in each of the three slide presentation evaluations were asked to judge the importance of some of the topics covered in these presentations, and also to judge the amount learned about each. Results are shown in Table 3-35. For the Plus Eighteen and Minus Ten participants, opportunities for education and training were judged most important (Mn=4.41; Mn=4.01) and topics about which they judged most was learned. For the Navy Wives participants, health/medical insurance was judged most important (Mn=4.61) but life insurance was, the topic they judged they learned most about (Mn=3.12). For all three studies, importance received a higher average mean (Mn=3.65; Mn=3.42, Mn=4.05), as compared with judged amount learned (Mn=2.48; Mn=2.32; Mn=2.42).

Table 3-35. Comparisons of Mean Judged Importance and Mean Amount Learned in Presentations for Total Samples.

Coverage of Areas in Presentation	Plus Eighteen		Minus Ten		Navy Wives	
	Importance	Learning	Importance	Learning	Importance	Learning
• Navy career opportunities for education and training	4.41	3.28	4.01	2.75	4.43	2.77
• Health/medical insurance	4.37	2.72	3.94	2.55	4.61	2.64
• Life insurance	4.08	2.51	3.66	2.49	4.46	3.12
• Cross-rating to change Navy job	3.24	2.72	2.71	2.19	2.84	2.01
• Guaranteed school assignment	3.66	2.72	3.22	2.43	3.61	1.95
• Guaranteed location	3.79	2.68	3.68	2.51	4.22	1.83
• Commissary services	3.03	1.95	3.21	1.85	4.35	2.27
• Vacation benefits	3.74	2.24	3.62	2.49	3.63	2.04
• Retirement benefits	3.60	2.25	3.72	2.28	4.47	2.72
• Housing	3.62	2.05	3.39	2.04	4.10	2.46
• Services such as the Personal Services Center	3.14	1.88	3.11	1.71	3.84	2.78
• Reenlistment incentives	3.14	2.76	3.26	2.50	▨	▨
Mean of Means	3.65	2.48	3.42	2.32	4.05	2.42

In order to determine the relationship between judged importance and judged amount learned in each of the studies, Spearman rank-order correlation coefficients were computed. The highest correlation (rho=.74) was obtained for the Minus Ten study. Lower correlations of equal magnitude were obtained for Plus Eighteen (rho=.56) and Navy Wives (rho=.56). The topics covered in these two presentations did not meet the audience criterion as well as did the Minus Ten presentation.

Judged amounts learned by "Normal" and Slide groups for a variety of presentation topics are compared in Table 3-36. For Plus Eighteen, eight out of 12 comparisons showed a significant difference, and in every case the "Normal"

Table 3-36. Comparisons of Judged Amounts Learned for "Normal" and Slide Groups for the Three Slide Presentations.

Study 1 Presentation Topic	"Normal" Group	Slide Group	t ** $p < .01$ * $p < .05$
Plus Eighteen			
• Health/medical insurance	3.14	2.36	3.39**
• Life insurance	3.17	1.96	4.84**
• Reenlistment incentives	3.07	2.48	2.33*
• Retirement benefits	2.95	1.62	5.71**
• Vacation benefits	2.67	1.88	3.07**
• Housing	2.57	1.58	4.47**
• Commissary services	2.40	1.54	3.66**
• Services such as the Personal Services Office	2.19	1.60	2.59*
Minus Ten			
• Guaranteed location	3.15	2.17	3.78**
• Reenlistment incentives	2.93	2.27	2.20*
• Guaranteed school assignment	2.89	2.18	2.86**
• Commissary services	2.46	1.52	3.79**
Navy Wives			
• Guaranteed location	4.57	4.01	3.03**
• Guaranteed school assignment	4.02	3.36	2.94**
• Vacation benefits	3.96	3.43	2.52**
• Opportunities for husbands' education and training	2.42	2.97	-2.47*
• Housing	2.44	2.89	-2.24*

group judged that more was learned as a result of the presentation than the Slide group. For Minus Ten, four out of 12 comparisons showed a significant difference, and again the "Normal" group judged that more had been learned. For Navy Wives, five out of 11 comparisons showed a significant difference. On two topics--opportunities for husband's education and training--the Slide group judged that more had been learned than the "Normal" group. The reverse was true for the other three items.

3.5 INFORMATION INTEREST ANALYSIS

Participants in each of the three slide presentation evaluations were also asked to indicate how interested they were in obtaining additional information about certain aspects of Navy life. Results appear in Table 3-37. For a comparable

Table 3-37. Comparison of Mean Ratings Indicating Interest in Obtaining Additional Information.

Area of Interest	Plus Eighteen	Minus Ten	Navy Wives
• Educational and training opportunities	4.23	3.53	4.06
• Family housing	2.96	2.77	3.78
• Medical and dental benefits	4.11	3.51	4.61
• Retirement benefits	3.04	3.03	4.29
• Recreational facilities	3.75	3.15	3.54
• Exchange and commissary service	3.51	3.03	4.21
• Personal Services Office	3.42	2.90	3.64
• Dependent educational benefits	3.40	3.03	4.45
• Amount of money you (your husband) can expect to earn in future	4.38	3.61	4.54
Mean of Means	3.64	3.17	4.12

	Navy Wives
• Wifeline	3.37
• Navy wives club	3.18
• Husband's job	4.44
Mean of Means	4.01

set of aspects, Navy Wives indicated greatest overall average interest (Mn=4.12); Plus Eighteen, next greatest (Mn=3.64); and Minus Ten, least (Mn=3.17). However, it should be kept in mind that all groups showed greater than a moderate amount of interest in obtaining additional information.

In order to determine how closely related interests were between groups, Spearman rank-order correlation coefficients were computed. Plus Eighteen and Minus Ten were most closely correlated (rho=.94); Navy Wives and Minus Ten were moderately correlated (rho=.47); and a relatively low correlation (rho=.28) was obtained between Plus Eighteen and Navy Wives.

3.6 INFORMATION SOURCES

Participants in all four presentation evaluation studies were asked to select most frequent and best sources of information from a standard list. First choices are compared in Table 3-38. Complete summaries for each of the studies appear in appropriate appendices of this report. For those participants most experienced in Navy life--Minus Ten and Command Retention Team--the Navy Times was selected most often as both the most frequent and the best source of accurate information. For Plus Eighteen, scuttlebutt from shipmates was first choice as the most frequent source but the Navy Times was considered the best source. For Navy Wives, husband was first choice both for most frequent and best source. These results indicate that face-to-face communication tends to be the way persons less experienced in Navy life obtain information about the Navy. For Plus Eighteen, this source is used more frequently than the Navy Times, even though the latter is considered the best source of accurate information.

Table 3-38. Comparison of First Choice Percentages for Sources of Information about the Navy.

Source of Information	Plus Eighteen		Minus Ten		Navy Wives		Command Retention Team	
	Most (N=83)	Best (N=82)	Most (N=69)	Best (N=69)	Most (N=123)	Best (N=114)	Most (N=106)	Best (N=103)
• Billboards	14.5%	19.5%	20.3%	11.6%	---	---	5.7%	5.8%
• Navy Times	25.3	42.7	32.1	55.1	12.2%	15.8%	60.4	61.2
• Local Navy newspapers	7.2	4.9	8.7	4.3	4.1	5.3	0.9	1.9
• Other local newspapers	1.2	1.2	---	---	---	0.9	0.9	---
• Magazines	3.6	3.7	5.8	7.2	---	---	7.5	12.6
• Radio	1.2	2.4	1.4	1.4	---	---	---	---
• Television	2.4	7.3	---	2.9	---	---	2.8	1.9
• Mail	6.0	9.8	---	7.2	2.4	7.0	6.6	8.7
• Posters	2.4	---	4.3	2.9	---	0.9	6.6	5.8
• Scuttlebutt from shipmates	36.1	8.5	23.3	7.2	▨	▨	8.5	1.9
• Wifeline publications					2.4	5.3		
• Husband tells me					68.4	42.1		
• Other Navy wives tell me					8.9	3.5		
• Navy personnel, such as my husbands division officer					1.6	19.3		

SECTION 4 - DISCUSSION

The Navy developed the four multi-media presentations evaluated in this study for use in the Career Counseling Program. Although the overall general objective was to increase retention of Navy personnel, and general objectives were stated for each of the presentations, specific terminal objectives were not provided with the presentations. The research staff encountered some resistance and lack of interest in delivering the slide presentations. Specific training to assist deliverers in developing presentation skills is needed to overcome this resistance. Delivery personnel also were unfamiliar with presentation objectives. As a result of these factors, delivery personnel tended to lack enthusiasm and were often hesitant to use the slide presentations. These factors will be taken into consideration in the discussion that follows.

4.1 SLIDE PRESENTATIONS

The Plus Eighteen slide presentation was designed for use with enlisted personnel in their first term of enlistment who have just completed the first eighteen months of active service. Thus, the audience targeted for this presentation is relatively homogeneous with respect to age range and time in service. This presentation was also used with the intended audience.

The Minus Ten slide presentation was designed for use with first-term personnel 10 months prior to the end of their first term of enlistment. It is used with personnel in all terms of enlistment 10 months prior to projected rotation date (PRD) or expiration of active obligated service (EAOS). Thus, the audience in many respects is very heterogeneous. Age and time in service both vary widely. This audience is not the audience for which the package was designed.

The Navy Wives presentation was designed primarily for use with wives of first-term personnel. It is used by career counselors and other retention personnel to counsel all wives of enlisted men. This audience varies widely in terms of age, length of time as a Navy wife, family size, employment status of wives, and so forth. However, it is relatively homogeneous with respect to lack of formal exposure to official Navy career growth and development information.

Therefore, despite the rather wide variations described above, Navy wives represent a rather closely targeted audience given the objectives of this presentation. Nevertheless, it is not the audience for which the package was designed.

All three slide presentations follow the same basic format--pictures are projected while the presenter reads the script. The readability of all three scripts measured at the junior college level, which is too difficult for comfortable presentation and listening, even if the presenter is well-skilled in delivering the message. The percentage of three-syllable words was one variable used to measure readability. The fact that many of the three-syllable words used in the script--such as the word "assignment"--are commonly used in the Navy may tend to make the scripts easier to understand. However, the readability level is higher than the level used in material designed for popular appeal.

Script content varied by presentation. Plus Eighteen focuses on careers in the Navy (64.7%); Minus Ten covers the waterfront, with emphasis on civilian vs Navy careers (28.5%), careers in Navy (26.2%), and family/personal security (20.7%); Navy Wives concentrates on family/personal security (63.3%). These percentages reflect the designers' impressions of audience interests and closeness with which the audience was targeted. Results comparing judged importance with judged amount learned showed that the highest correlation was obtained for Minus Ten (rho=.74). Moderate correlations were obtained for Plus Eighteen (rho=.56) and Navy Wives (rho=.56). It is interesting to note the high correlation between information interests for Plus Eighteen and Minus Ten (rho=.94). Navy Wives information interests correlated moderately with Minus Ten (rho=.47) and relatively low with Plus Eighteen (rho=.28). Minus Ten felt most strongly that they learned things of importance to them. Plus Eighteen's interests in information correlated highly with Minus Ten (rho=.94). Perhaps the narrow content focus of Plus Eighteen could be broadened to more nearly include all areas covered in Minus Ten. These findings will again be discussed in conjunction with the discussion of knowledge gains, presentation impacts and attitudinal changes.

Visuals contained on the slides in all three presentations tended to lack specific relevance to the scripts. For Plus Eighteen, 22.4 percent were judged to be specifically relevant; for Navy Wives, 22.2 percent; and for Minus Ten, only 7.5 percent. About one-third of the slides in each of the three presentations were judged to have little or no relevance to the script. Furthermore, only modest percentages of the slides were judged to be satisfactory visuals. The percentage for Navy Wives (56.9%) was the highest; for Plus Eighteen (42.1%), next highest; for Minus Ten (34.3%), least. For Plus Eighteen, satisfactory visuals were about equally divided between specific (19.7%) and general (22.4%) categories; for Navy Wives, specific (13.9%) was less than general (43.1%); for Minus Ten, specific (6.0%) was much less than general (28.4%). Clearly, the impact quality differed across the sets of slides, with Minus Ten coming out considerably below the other two slide presentations insofar as visual relevance and satisfactoriness was concerned.

Visual characteristics of the slides varied across the presentations. The total number of slides was almost the same--over 100 slides in each of the three presentations. All slides contained some color, but effects of color variations were judged not to be of major importance for purposes of this evaluation. Therefore, analyses were confined to other technical aspects of production. At least two-thirds of the slides contained photographs; the remainder made use of graphics. Partial screen technique in which a part of the screen is "blacked out" was used moderately in Plus Eighteen (35.5%) and Minus Ten (42.6%), and extensively in Navy Wives (92.5%). In the graphics slides, words were almost always combined with the graphics. Use of the collage technique also varied. For Navy Wives, photographs plus graphics (56.9%) and photographs plus words and graphics (39.9%) were used almost exclusively. These types of displays are more complex and tend to be more eye-catching than simple slides comprised of only one photograph or graphic. Comparable percentages for Plus Eighteen were 14.5 percent and 30.3 percent; for Minus Ten, 17.9 percent and 14.9 percent. Greatest use of the single photograph was in Minus Ten (37.3%); use of this technique was slightly less in Plus Eighteen (30.3%). The single photograph can portray a complex subject, however, if the same portrait face appears over and over again, this tends to make the presentation visually repetitive and uninteresting. This technique was used in Minus Ten and the effect became particularly grating since the face had very little direct relevance to script. While collages can be esthetically pleasing, from an instructional technology point of view, they tend to be confusing and make it difficult to reinforce a specific training objective.

The slides were also analyzed with respect to "action". A still photograph can portray a static scene or dynamically slice time and "freeze" a piece of "action". The latter tends to be more interesting and "eye-catching". At most, about two-fifths of the slides in any one package were of this type. Plus Eighteen had the most "action" slides (38.4%); Navy wives, the least (29.0%); and Minus Ten (31.5%) fell midway between. Thus, the interest value of the slide presentations tended to be lower than if more "action" photographs had been included. The designers attempted to bring movement into the slides by varying the relative size of the same slide. If visual displays of this type are presented in rapid sequence, the appearance of motion is created in the viewer. In fact, that is exactly how motion pictures are constructed. However, tying slides to a script and depending on the manual dexterity and timing of the presenter, who must also read the script, to create a sense of motion tends to reduce the intended effect to mere repetition of the same slide over and over again. As a result, audiences tended to become bored and lost interest in the presentation.

Presentation objectives were examined. For Plus Eighteen, Notes on Use for the U. S. Navy 18-month Slide Presentation is to "motivate these young men and women (who have just completed their first eighteen months of active service) to plan and take full advantage of the many opportunities and training programs open to them. Programs that can lead to advancement and increased job satisfaction." Words in parentheses were extracted from elsewhere in the Notes to clarify for the reader the audience to which the presentation was addressed.

For Minus Ten, the intended audience in Notes on Use of Personnel Retention Slide Presentation is "enlisted personnel who are within ten months of completing their first hitch." The purpose stated in these notes is "to motivate them to reenlist by acquainting them again with all the opportunities for rewarding careers in the Navy. At the same time it encourages enrollment in educational and training programs that can lead to advancement and increased job satisfaction. Finally, it contrasts the Navy's many benefits with those they can expect in civilian life". Use of this presentation with enlisted personnel at EAOS who are beyond the first term of enlistment is clearly outside the design intent of this presentation.

For Navy Wives, the purpose stated in Notes on Use of U.S. Navy Wives' Slide Presentation is "to make the wives of first term enlisted personnel aware of the many benefits of Navy life. In that sense, it is not a retention pitch. Rather, the whole idea is to acknowledge the Navy wife's vital interest in her husband's career and to tell her about all the opportunities to which he may be entitled." The Notes go on to caution the presenter as follows: "In assembling your audience, keep in mind that this material will be of greatest interest to wives of first term enlisted personnel. One sure way to contact these wives is through the Navy Wives Club." This presentation is actually used and of great interest to wives of personnel in all terms of enlistment. The suggestion as how best to assemble an audience is questionable, as other research studies have demonstrated (Holoter, Stehle, Conner, and Grace, 1974; Grace, Steiner, and Holoter, 1976).

The purposes just described are much too general to design and develop effective presentations, let alone evaluate them. Planning, taking full advantage, reacquainting, making aware, motivating, acknowledging interest, seeking advancement, increasing job satisfaction, encouraging enrollment, comparing benefits and telling about opportunities are alluded to in the stated purposes of the presentations. These are all rather general in nature. Specific terminal objectives are required to develop a compact and effective presentation. Lacking specifics, the research staff analyzed the stated objectives and developed three general types of evaluation criteria: knowledge, information adequacy, and attitude.

With regard to knowledge, for all three slide presentations the Slide groups scored higher on the post-test than did the "Normal" groups. This means that they learned more about areas the Navy expected to be covered in the slide presentation than did "Normal" groups. Intent had no significant influence on this effect. Presentation outlines were variable, and much less standardized. Discussion was freer and greater in amount for "Normal" groups as compared with Slide groups. Under "Normal" conditions, sticking to the outline so that all points can be adequately covered is difficult if discussion on one point is lengthy or if the discussion moves off on a tangent of special interest to a few members of the group. Highly skilled facilitators have difficulty keeping a discussion on target under such circumstances. Less skilled individuals often lose the control required to cover a given agenda.

Information adequacy is an evaluation facet midway between knowledge and attitudes. In all cases where significant differences were found for Plus Eighteen and Minus Ten, "Normal" groups judged that they had learned a greater amount than was judged by the Slide groups. It is interesting to note that knowledge scores showed the opposite relationship. Lists of presentation topics were developed from the scripts and results of this analysis tend to reveal the exposure that the various audiences had to each topic. Because Plus Eighteen focused on careers in the Navy and personal appeals, it is reasonable that the "Normal" groups thought they had learned more about other areas. For Minus Ten, a wide variety of topics were covered. Of the four topics for which significant differences between importance and learning were found, only one--guaranteed location--fell in the top half of this group's importance list. For Navy Wives, the Slide group judged that they had learned more than the "Normal" group in two areas--opportunities for husband's education and training, and housing. In the other three areas, the reverse held true. Opportunities for husband's education and training also fell in the top half of the Navy Wives importance list. This finding is of interest because the Navy Wives slide presentation concentrates largely in the area of family/personal security. Yet apparently more about careers in the Navy was conveyed to this group than was the case for the "Normal" group.

Results tend to indicate that distribution of topics covered in the presentations needs to be reexamined, particularly in light of the fact that all three groups showed a large amount of interest in obtaining additional information. Evaluation findings that tend to support reexamination include: (1) Minus Ten script coverage of topics was broadest and the Minus Ten importance list correlated most closely with the judged amount learned; (2) Plus Eighteen's and Minus Ten's interests in obtaining additional information were very highly correlated; (3) desire for additional information was significantly greater for members of audiences favorable to reenlistment; and (4) Navy Wives' strength of interest was very high with regard to all topics.

The number of topics covered in the presentations might be expanded and depth with which topics are covered be increased in order to increase audience appeal and better meet audiences' information interest levels. Attitudes of audiences toward reenlistment also need to be taken into consideration in any reexamination of the presentations.

With regard to attitude, presentation impact for the Plus Eighteen and Minus Ten groups was significantly greater for the "Normal" groups than for the Slide groups. These audiences tended to prefer the group discussion type of format. For Plus Eighteen, intent to reenlist was also a significant main effect in the analysis. Those in the Yes/Und group liked the presentation significantly more than did those in the No group. Positive Navy feelings after the presentation showed greater strength and gain for the "Normal" group. However, a significant amount of increased strength and gain was attributable to reenlistment intent. And in the Minus Ten study, the Slide group showed a negative gain in positive Navy feelings after the presentation. This means that they tended to be "turned off" and felt less favorable toward the Navy as a result of attending the presentation. Something needs to be done to correct this situation. For Navy Wives, opposite findings were obtained. Presentation impact was slightly more favorable for the Slide group although the difference was not statistically significant. Furthermore, the impact was slightly more positive for No group wives--the very wives who were unwilling for their husbands to reenlist. Positive Navy feelings were also stronger after the presentation and the gain was higher. These findings were attributable both to presentation impact and willingness for husbands to reenlist. As might be expected, the Yes/Und wives were more favorably influenced than the No wives.

In summary, the slide presentations resulted in increased knowledge and were judged to have covered information topics included in the presentations as adequately as "normal" presentations. Desire for obtaining additional information was not significantly influenced by method of presentation. However, a number of topics of interest to audiences were omitted from some of the presentations. Effects of the presentations on attitudes were mixed. Plus Eighteen and Minus Ten audiences tended not to like the slide presentations and in fact, the effect was adverse with Minus Ten. This audience tended to feel less favorable toward the Navy after attending the presentation than members had felt before the experience. For Navy Wives, attitudes of those who attended slide presentations were positive, but not significantly more so than attitudes of those who attended "normal" presentations. However, positive Navy feelings increased after attending the slide presentation, and a large part of this improvement was due to the slide method of presentation.

4.2 FILM PRESENTATION

The Command Retention Team study focused on evaluation of the film entitled "Absent Without Incentive." This sound film, produced in color, was designed to assist career counselors in briefing the command structure on Career Counseling Program objectives and counseling techniques. The cinematographic quality of the film was excellent and the counseling approach covered by script and visuals was highly acceptable. The presentation was easy to use--the presenter had only to slip a film cartridge into the projector and push a button.

The audience selected for evaluation of the presentation consisted of officer and enlisted personnel eligible to serve in the unit's command retention team. With respect to the knowledge evaluation criterion, in all cases except those in which the measure had already almost reached the maximum in the desired direction, knowledge change was in the desired direction. With respect to information adequacy, willingness to recommend the film to others was used as one of the indicators. The audience felt it would be very helpful to their command's retention program if all personnel eligible to serve on the command retention team could see the presentation. In fact, they felt it would be more than moderately helpful if all enlisted personnel and their spouses could see the film. A second criterion was judgment as to what the film did best. First choice was that the film gave good reasons for establishing a command retention team, which was also a major objective of the presentation. Second choice dealt with suggestions for making the retention program the climate of the command--an all-hands job; third choice indicated that the film was perceived to be realistic--it showed problems and potential solutions as well. An objective of the presentation was to provide information about counseling techniques by showing examples of actions to be taken and actions to be avoided and this objective was met. Other criteria showed that the film was felt to be realistic and provided a desirable model that was possible to implement within commands. However, desirable was rated higher than possible. This means that although members of the audience were favorably disposed to the model presented in the film, they will probably need some assistance in getting off the ground with a program modeled after the film.

With respect to attitude, the audience reported that they liked the presentation --seeing it increased their interest in having an active command retention program in their own commands. In summary, the film adequately met content objectives, viewing it resulted in increased knowledge and caused attitudes to shift in a favorable direction.

4.3 INFORMATION SOURCES

Results of the information sources analysis showed that the Navy Times was considered to be the best source of accurate information about the Navy in the three studies using Navy personnel as the audience. The Navy Times was also the source most frequently used by Minus Ten and Command Retention Team audiences of experienced personnel. For Plus Eighteen, the most frequently used source was scuttlebutt from shipmates, a convenient source for less experienced personnel which even they tend to rate low in accuracy. For Navy Wives, the most frequent and best source of information about the Navy was their husbands. In this case, "real" accuracy depends on ensuring that husbands have accurate information to pass along to their wives. It is of interest that the audiences with the least experience with the Navy tended to choose face-to-face communication methods for obtaining information. This source lends a personal touch which tends to counteract a commonplace hesitancy frequently encountered in attempts to obtain information about unfamiliar topics. These factors need to be taken into consideration in any attempt to communicate information about the Navy to first-term personnel and Navy wives.

SECTION 5 - CONCLUSIONS

This section summarizes the Multi-Media Career Counseling Materials evaluation objectives and presents conclusions drawn from this study. Recommendations growing out of these conclusions appear in a separate report (Grace, Holoter, Provenzano, Copes, and Steiner, 1976) which integrates Multi-Media Career Counseling Materials evaluation, Navy Wives study, and Command Retention Team Concept study findings into a single set of Phase 3 research recommendations. Because certain aspects of the research were replicated across studies, related conclusions have been drawn in these three studies. By combining study recommendations into a single report, appropriate weight can be assigned to recommendations based on conclusions drawn from more than one study. Multi-Media Career Counseling Materials evaluation objectives and conclusions are as follows.

Objective 1. Effectiveness of four presentations designed for use in support of the Career Counseling Program was evaluated.

Conclusion 1. Slide presentations resulted in greater learning as measured by knowledge tests than resulted from the "normal" method for all three slide presentations. Intent to reenlist had no significant influence on this learning effect.

Conclusion 2. Slide presentations were judged to have covered information as adequately as "normal" presentation for topics included in the presentation. In the Plus Eighteen and Minus Ten studies, "normal" presentation audiences judged that they had learned more about some topics than the slide audiences judged they had learned. Topics for which this held true tended to be not included within the design intent of the slide presentation.

Conclusion 3. Judged importance of topics covered in the presentation was directly related to judged amount learned for all targeted audiences. A high correlation was obtained in the Minus Ten study; this audience tended to feel that what they learned in the presentation was in close agreement with topics they considered to be important. Moderate correlations were obtained in the Plus Eighteen and Navy Wives studies; these groups tended to feel that what they learned less closely matched what they considered to be important.

Conclusion 5. The impact of the slide presentation differed depending on audience targeting and tended to differ depending on reenlistment intent.

Conclusion 6. For Navy enlisted personnel, impact of the presentation on audiences tended to be negative. In the Minus Ten and Plus Eighteen studies, attitudes were significantly more positive toward the "normal" presentation. In the Plus Eighteen study, impact was more positive on those who intended to reenlist or who were undecided about reenlisting.

Conclusion 7. For Navy wives, presentation impact tended to be positive. Wives' attitudes were more positive toward the slide presentation than toward the "normal" presentation, but the difference was not statistically significant.

Conclusion 8. The influence of the slide presentation on attitudes toward the Navy differed depending on audience targeting and tended to differ depending on intent to reenlist.

Conclusion 9. For Navy enlisted personnel in the Plus Eighteen and Minus Ten studies, positive Navy feelings after the "normal" presentation showed greater strength and gain as compared with feelings after the slide presentation. Those who intended to reenlist or were undecided also had more positive feelings about the Navy. In the Minus Ten study, the slide presentation resulted in a decrease in positive Navy feelings.

Conclusion 10. In the Navy Wives study, positive Navy feelings after the slide presentation showed greater strength and gain as compared with the "normal" presentation. The gain was slightly greater for wives who were unwilling for their husbands to reenlist.

Conclusion 11. Slide presentation content differs with audience targeting. Plus Eighteen focuses on careers in the Navy and personal appeals; Minus Ten covers many areas, with emphasis on civilian vs Navy careers, careers in Navy, and family/personal security; Navy Wives focuses on family/personal security and careers in the Navy.

Conclusion 12. Some slide presentations are used with audiences different from the audiences for whom the presentations were designed. Minus Ten was designed for enlisted personnel who are within ten months of completing their first term of enlistment. It is used with personnel in all terms of enlistment who are within ten months of projected rotation date or end of active obligated service. Navy Wives was designed primarily for wives of first-term enlisted personnel. It is used with wives of personnel in all terms of enlistment.

Conclusion 13. Certain aspects of the slide presentation materials are technically inadequate. Specific terminal objectives are not included in documentation accompanying slide presentation materials. The junior-college readability level of scripts for all three slide presentations is at too high a level for comfortable presentation and listening. Visuals contained in all three slide presentations tend to contain relatively small percentages of slides judged to be visually satisfactory. Slides tend to lack relevance to the script and fail to communicate instructional focus. In some cases, interest-holding qualities are also lacking.

Conclusion 14. Career counselors and command retention team members are inadequately trained in the areas of group facilitation skills and presentation techniques. This tends to lessen the effectiveness and lower the frequency with which these skills and techniques are used.

Conclusion 15. The Command Retention Team film was well produced, met design objectives, and covered technical information about the counseling process in a sound manner. Viewing the film tended to bring about a knowledge change in the desired direction. Audiences judged information coverage in the film to be adequate, realistic, and a desirable model that could be implemented within their own commands. They recommended that the film be shown to others, including all enlisted personnel and their spouses. The audience liked the film. Viewing it influenced attitudes in a favorable direction and increased interest in having an active command retention program.

Objective 2. Additional data relative to the importance, adequacy, and flow of information relevant to objectives of the Career Counseling Program were obtained.

Conclusion 16. All slide presentation audiences were more than moderately interested in obtaining additional information about the Navy, and the level of interest was highest for the audience of Navy wives. Slide and "normal" presentation audiences did not differ in the degree of interest shown in obtaining additional information.

Conclusion 17. Agreement between audiences about types of information of interest to them differed. Plus Eighteen and Minus Ten audiences were in almost complete agreement. Minus Ten and Navy Wives audiences were in moderate agreement. Plus Eighteen and Navy Wives audiences were in low agreement with regard to topics about which they would like to obtain additional information.

Conclusion 18. Audience members with favorable or undecided attitudes toward reenlistment were more interested in obtaining additional information about the Navy than were memebers who were unfavorable toward reenlistment.

Conclusion 19. Navy enlisted personnel tend to consider the Navy Times the best source of information about the Navy. Experienced personnel also tend to use the Navy Times as the most frequent source. First-term enlisted personnel tend to use scuttlebutt from shipmates as the most frequent source of information.

Conclusion 20. Navy wives tend to consider their husbands the best source of accurate information about the Navy and wives also tend to obtain Navy information most frequently from their husbands.

Conclusion 21. Suggestions for contacting Navy wives provided with the slide presentation are inadequate and attempts to convene an audience using only suggested techniques would tend to make it difficult to satisfy Navy wives' information needs and interest.

APPENDIX A

PLUS EIGHTEEN QUESTIONNAIRE

This appendix presents the pre- and post-test questionnaires used for the evaluation of the slide and script package designed to be presented to personnel who have been in the Navy for 18 months. Response data are included for most questions, showing number of persons responding, percentage for each response and means where the response choices are of an ordinal nature. Data from question 3 and data derived from questions 2 and 4 are depicted on page A-5 in bar charts.

Under the provision of BUPERINST 1000.21 of 5 August 1974, this survey has received Coordination and Control of Personnel Surveys System review and BUPERS approval and has been assigned Report Symbol BUPERS 5314-33.4.

PLUS EIGHTEEN QUESTIONNAIRE

PURPOSE OF SURVEY

The purpose of this questionnaire is to determine how well you are acquainted with the career development opportunities the Navy has to offer you. The Navy is also interested in better acquainting Navy personnel with the benefits and services available to them.

This questionnaire is in two parts. You are asked to fill out the first part, Form A, immediately. The second part, Form B, will be filled out after your group completes certain activities.

Some questions deal with knowledge about Navy opportunities, benefits and services. For other questions in which you are asked to express your opinions and attitudes, please feel free to be completely frank in your answers. There are no "right" or "wrong" answers to these questions. It is your own honest opinion we want.

Your responses will be strictly confidential and will be used only for research purposes. All processing of data will be done by an outside, non-military organization to ensure that individual replies and other information about individuals will not be released to any agency of the U.S. Navy.

Instructions about how to fill out this questionnaire appear on the next page.

FORMAL NOTICE

The data are intended to be used only for statistical purposes; no data reported for an individual will be identified in any publication, and individual data will not be disclosed for any other purpose except as required by law.

SDC/PA-0875

INSTRUCTIONS

- Some questions require that you enter numbers or letters in boxes. For example, if you are a Seaman, you would enter a 3 in the box next to this question:

  5 What is your pay grade? E- [3]

  Please note that the numbers to the left of the responses are for processing purposes only and are not part of the questions.

- Other questions can be answered by putting a check mark next to your answer. For example:

  Does the Navy have any offices to help personnel and their families with moving, find schools, etc.?

  9
  ✓ 2 Yes
  ___ 1 No

- Some questions are arranged to indicate degree of opinion or feeling. On these, please circle the number that best corresponds to your opinion or feeling. For example:

  How do you feel about your present Navy job?

  17

5	[✓ 4]	3	2	1
Very satisfied		Average		Very dissatisfied

  Circling the 4 would indicate that your feeling is between "very satisfied" and "average", or, to put it another way, you are fairly satisfied.

- In some cases, you may need to write in brief answers or descriptions, or follow special instructions on the question.

Please answer all questions on each page, but do not spend a lot of time on any particular one. In all cases, except where specified, please give only one answer to each question.

Thank you very much for your cooperation in responding to this questionnaire.

PLUS EIGHTEEN QUESTIONNAIRE

FORM A

Sample N=101

1. Please put the last four digits of your social security number in the four boxes below.

☐☐☐☐

2. What is your rate/rating? (e.g., ET, AME, etc.)

See page A-5

☐☐☐

3. What is your pay grade?

See page A-5 E - ☐

4. How long have you been in the Navy?

Also see page A-5 ☐☐ year(s) and ☐☐ months

Median: 19.35 mos. *Mode: 18.00 mos.*

N=99
m=22.94 mos.

5. Are you married?

N=99

18.2% 2 Yes
81.8% 1 No

QUESTION	Number Responding	Percent of Those Responding 0% 10% 20% 30% 40% 50% 60% 70%
Rate Group (Q2)		
Deck	14	18.2%
Ordnance	10	13.0%
Electronics	3	3.9%
Precision Equipment	0	
Administrative and Clerical	14	18.2%
Miscellaneous	0	
Engineering and Hull	24	31.2%
Construction	0	
Aviation	12	15.6%
Medical	0	
Dental	0	
Non-Rated	0	
(N=77)		
Pay Grade (Q3)		
E-1	0	
E-2	23	23.2%
E-3	55	55.6%
E-4	14	16.2%
E-5	5	5.1%
(N=99)		
Mean = 3.03		
Time in Service (Q4)		
Less than 1 year	3	3.0%
1-2 years	72	72.7%
More than 2 years	24	24.2%
(N=99)		

6. How much opportunity do you think there is for advancement in the Navy?

N=100
m=3.60

15.0%	43.0%	33.0%	5.0%	4.0%
5	4	3	2	1
Lots of opportunity		Some opportunity		Very little opportunity

7. The Navy pays equal attention to its own needs and to the needs of individuals when making job assignments.

N=100
m=2.35

1.0%	15.0%	25.0%	36.0%	23.0%
5	4	3	2	1
Strongly agree		No opinion		Strongly disagree

8. Some of the Navy's education and training programs require that you reenlist or extend so the Navy can share the advantages of your increased skills. In the list below, some of the programs require reenlistment or extension and others don't. Check all you think do require additional time.

Correct responses				Percent selecting response
N=58	___	1	Class A School	57.4%
N=39	x	2	GUARD II	38.6%
N=61	x	3	OCS	60.4%
N=14	___	4	Correspondence courses	13.9%
N=36	___	5	PACE	35.6%
N=15	___	6	The GI Bill	14.9%
N=51	x	7	STAR	50.5%
N=33	___	8	NCFA	32.7%

9. What one minimum qualification is required in order to take advantage of most of the Navy's special education programs?

Correct response				*Percent selecting response*
N=99	*x*	1	Commanding officer's recommendation	*24.2%*
		2	Approval of division officer	*16.2%*
		3	Two years' college	*1.0%*
		4	High school diploma	*24.2%*
		5	At least two years' active duty	*15.2%*
		6	Don't know	*19.2%*

10. Unless you entered the Navy under a special program, how many months of service are required before you are eligible to become a third class petty officer?

Correct response				*Percent selecting response*
N=98		1	12 months	*10.2%*
		2	18 months	*25.5%*
	x	3	24 months	*62.2%*
		4	30 months	*0.0%*
		5	36 months	*2.0%*

11. One aid to education available to Navy personnel is the GI Bill. The list below contains some statements which describe the GI Bill as well as some which don't. Check all those you think do describe the GI Bill.

Correct response				*Percent selecting response*
N=32		1	Available only after separation from the service	*31.7%*
N=65	*x*	2	Can help you get a high school diploma or the equivalent	*64.4%*
N=80	*x*	3	Can be applied to college-level courses	*79.2%*
N= 6		4	Requires that you reenlist to get it	*5.9%*
N=52	*x*	5	Available after six months on active duty	*51.5%*
N=79	*x*	6	Helps finance approximately 36 months of schooling	*78.2%*

12. Each designated striker and petty officer has someone responsible for writing his or her orders for assignment to his or her next duty station. Who is that person?

Correct response				*Percent selecting response*
N=100		1	Commanding officer	*5.0%*
		2	Executive officer	*2.0%*
		3	Command career counselor	*7.0%*
	x	4	Detailer	*65.0%*
		5	Personnel officer	*13.0%*
		6	Division officer	*2.0%*
		7	Don't know	*6.0%*

13. The Navy has some paths by which enlisted men and women can earn commissions. The list below includes some of these programs. Check as many as you think apply.

Correct responses				*Percent selecting response*
N=35	*x*	A	BOOST	*34.7%*
N=33		B	STAR	*32.7%*
N=15		C	PACE	*14.9%*
N=14		D	Class A School	*13.9%*
N=47	*x*	E	NESEP	*46.5%*
N=79	*x*	F	The Naval Academy	*78.2%*
N=58	*x*	G	OCS	*57.4%*
N= 9		H	GUARD II	*8.9%*
N=15		I	CHAMPUS	*14.9%*
N=18	*x*	J	NEDEP	*17.8%*

- This group of questions is about some of the programs for getting ahead in the Navy. You are asked to match each program in the left column with the opportunity it offers in the right column. For example, the "Lateral Conversion Program" on the left offers "a means to change ones rating", which is "C" on the right. Put the "C" next to "Lateral Conversion Program" and continue matching the others in the same way.

See page A-10

Correct responses

Example

C Lateral Conversion Program

14. D BOOST
15. G PACE
16. E OCS (Officer Candidate School)
17. J NCFA (Navy Campus for Achievement)
18. B Class C School
19. H Correspondence courses
20. A SCORE
21. F Tuition Assistance Program

Opportunity

A - Selective conversion and reenlistment program offers opportunity to cross-rate into critical ratings

B - Teaches advanced skills that may apply across two ratings

C - A means to change ones rating

D - Possible route to college degree and commission for those with inadequate academic backgrounds

E - Possible path to commission for EMs and EWs who already have college degrees

F - May pay up to 75% of costs at community, 4 year, or grad school

G - Program that allows education to continue even while student is on sea duty

H - Teach fundamentals of ratings to those who didn't attend that A school

I - Has information about all Navy education programs

22. When your present term of service is up, do you intend to reenlist?

N=97

6.2% 3 Yes
41.2% 2 Undecided
52.6% 1 No

- Please stop here. The program will be presented next.

Correct Response	QUESTION (Advancement Programs)	Percent "No Response" (N=101)	Number Responding	Percent of Those Responding								
				A	B	C*	D	E	F	G	H	I
D	14. BOOST	29.7%	71	12.7%	5.6%	2.8%	42.3%	12.7%	5.6%	4.2%	5.6%	8.5%
G	15. PACE	28.7	72	11.1	8.3	1.4	4.2	15.3	6.9	26.4	12.5	13.9
E	16. OCS (Officer Candidate School)	23.8	77	7.8	3.9	---	37.7	42.9	1.3	---	---	6.5
I	17. NCFA (Navy Campus for Achievement	16.8	84	9.5	7.1	2.4	13.1	7.1	11.9	9.5	4.8	34.5
B	18. Class C School	18.8	82	2.4	50.0	1.2	---	1.2	1.2	2.4	37.8	3.7
H	19. Correspondence courses	15.8	85	3.5	12.9	2.4	3.5	1.2	1.2	43.5	27.1	4.7
A	20. SCORE	31.7	69	50.7	4.3	1.4	---	11.6	7.2	8.7	4.3	11.6
F	21. Tuition Assistance Program	22.8	78	3.8	3.8	1.3	3.8	2.6	69.2	3.8	1.3	10.3

*C was the example.

PLUS EIGHTEEN QUESTIONNAIRE

FORM B

1. Please put the last four digits of your social security number in the four boxes below.

☐☐☐☐

2. Overall, how well did you like this presentation?

	17.5%	*30.9%*	*29.9%*	*17.5%*	*4.1%*
N=97 *m=3.40*	5	4	3	2	1
	Very well liked		Fairly well liked		Not liked at all

3. How much new information did you learn from the presentation?

	13.4%	*33.0%*	*43.3%*	*7.2%*	*3.1%*
N=97 *m=3.46*	5	4	3	2	1
	Learned a lot		Learned some		Learned nothing

4. In your opinion, how convincing was the person who presented the program?

	20.6%	*23.7%*	*34.0%*	*16.5%*	*5.2%*
N=97 *m=3.38*	5	4	3	2	1
	Very convincing		Moderately convincing		Not convincing

5. In your opinion, how believable was this information?

N=98	15.3%	31.6%	41.8%	6.1%	5.1%
m=3.46	5	4	3	2	1
	Very believable		Moderately believable		Not believable

6. How do you feel about the amount of discussion after the presentation?

N=95	3.2%	6.3%	50.5%	25.3%	14.7%
m=2.58	5	4	3	2	1
	Too much		About right		Not enough

7. In your opinion, how satisfactory were the answers that were given to questions from the audience?

N=68	20.6%	25.0%	38.2%	11.8%	4.4%	N=29
m=2.46	5	4	3	2	1	6
	Very satisfactory		Fairly satisfactory		Not satisfactory	No questions asked

8. Did this program do a good job of telling you about Navy benefits?

N=98	19.4%	29.6%	43.9%	4.1%	3.1%
m=3.58	5	4	3	2	1
	Very good job		So-so		Very poor job

9. Was the information presented in a way that was easy to understand?

N=98	26.5%	36.7%	30.6%	4.1%	2.0%
m=3.82	5	4	3	2	1
	Very easy to understand		Moderately easy to understand		Hard to understand

10. In your opinion, how well did the program cover the advantages of being in the Navy?

N=94	14.9%	22.3%	46.8%	11.7%	4.3%	N=4
m=3.32	5	4	3	2	1	6
	Covered advantages very well		Covered advantages fairly well		Didn't cover advantages well	There are no advantages

11. How did the program make you feel about the possibility of reenlisting?

N=98	3.1%	22.4%	66.3%	4.1%	4.1%
m=3.16	5	4	3	2	1
	Much more favorable		No change		Much less favorable

12. How would you describe the amount of opportunity for advancement in the Navy?

N=98	17.3%	36.7%	30.6%	10.2%	5.1%
m=3.51	5	4	3	2	1
	Lots of opportunity		Some opportunity		Not much opportunity

13. When making job assignments, the Navy considers equally its own needs and the needs of the individual.

N=98	*8.2%*	*26.5%*	*28.6%*	*21.4%*	*15.3%*
m=2.91	5	4	3	2	1
	Strongly agree		No opinion		Strongly disagree

14. In order for the Navy to gain from your increased skills and knowledge, some of its programs require that you reenlist or extend. In the list below, some of the programs require additional time in the Navy and others don't. Check as many as you think do require extension or reenlistment.

Correct responses				*Percent selecting response*
N=47		1	Class A School	*46.5%*
N=37	*x*	2	GUARD II	*36.6%*
N=71	*x*	3	OCS	*70.3%*
N= 4		4	Correspondence courses	*4.0%*
N=29		5	PACE	*28.7%*
N= 6		6	The GI Bill	*5.9%*
N=75	*x*	7	STAR	*74.3%*
N=35		8	NCFA	*34.7%*

- Listed below are some topics which may have been covered in the presentation.

  First, please indicate how important each area is to you by circling the number corresponding to its importance. Then, circle the number corresponding to how much you learned about that area from the program.

  For example, if getting more information about living overseas is very important to you and if this topic was not discussed in the program, circle a "5" for the importance and a "1" for how much you learned as shown below.

15. How do you feel about each of the following:

See page A-16

		IMPORTANCE OF AREA					LEARNING ABOUT AREA				
		Very important		Fairly important		Not important	Learned a lot		Learned some		Learned nothing
EXAMPLE											
	Living overseas	[✓ 5]	4	3	2	1	5	4	3	2	[✓ 1]
a.	Opportunities for education and training	5	4	3	2	1	5	4	3	2	1
b.	Health/medical insurance	5	4	3	2	1	5	4	3	2	1
c.	Life insurance	5	4	3	2	1	5	4	3	2	1
d.	Cross-rating training to change Navy job	5	4	3	2	1	5	4	3	2	1
e.	Guaranteed school assignment	5	4	3	2	1	5	4	3	2	1
f.	Guaranteed location	5	4	3	2	1	5	4	3	2	1
g.	Commissary services	5	4	3	2	1	5	4	3	2	1
h.	Vacation benefits	5	4	3	2	1	5	4	3	2	1
i.	Retirement benefits	5	4	3	2	1	5	4	3	2	1
j.	Housing	5	4	3	2	1	5	4	3	2	1
k.	Services such as the Personal Services Center	5	4	3	2	1	5	4	3	2	1
l.	Reenlistment incentives	5	4	3	2	1	5	4	3	2	1

15. How do you feel about each of the following:

	IMPORTANCE OF AREA					LEARNING ABOUT AREA				
	Very important		Fairly important		Not important	Learned a lot		Learned some		Learned nothing
	5	4	3	2	1	5	4	3	2	1
a.	63.3%	18.4%	16.3%	0.0%	2.0%	10.6%	23.4%	54.3%	6.4%	5.3%
		N=98	m=4.41				N=94	m=3.28		
b.	66.7	13.5	13.5	2.1	4.2	7.4	16.0	36.2	22.3	18.1
		N=96	m=4.37				N=94	m=2.72		
c.	51.6	25.3	9.9	5.5	7.7	9.1	12.5	31.8	13.6	33.0
		N=91	m=4.08				N=88	m=2.51		
d.	21.4	20.4	32.7	11.2	14.3	9.6	10.6	40.4	21.3	18.1
		N=98	m=3.24				N=94	m=2.72		
e.	29.6	35.7	18.4	4.1	12.2	6.5	19.4	35.5	17.2	21.5
		N=98	m=3.66				N=93	m=2.72		
f.	38.9	23.2	24.2	5.3	8.4	8.9	13.3	33.3	25.6	18.9
		N=95	m=3.79				N=90	m=2.68		
g.	18.8	17.7	30.2	14.6	18.8	2.2	11.0	17.6	17.6	51.6
		N=96	m=3.03				N=91	m=1.95		
h.	37.5	25.0	20.8	7.3	9.4	6.7	10.0	23.3	21.1	38.9
		N=96	m=3.74				N=90	m=2.24		
i.	43.6	19.1	10.6	6.4	20.2	4.5	14.6	24.7	13.5	42.7
		N=94	m=3.60				N=89	m=2.25		
j.	39.2	18.6	20.6	8.2	13.4	3.3	8.7	22.8	20.7	44.6
		N=97	m=3.62				N=92	m=2.05		
k.	16.8	24.2	29.5	14.7	14.7	2.2	7.8	18.9	17.8	53.3
		N=95	m=3.14				N=90	m=1.88		
l.	33.0	12.4	15.5	14.4	24.7	6.5	22.8	34.8	12.0	23.9
		N=97	m=3.14				N=92	m=2.76		

16. What do most of the Navy's special education programs require as a minimum qualification? Check just one answer.

Correct response			*Percent selecting response*
N=95	x 1	Commanding officer's recommendation	*38.9%*
	___ 2	Approval of division officer	*2.1%*
	___ 3	Two years' college	*3.2%*
	___ 4	High school diploma	*32.6%*
	___ 5	At least two years' active duty	*15.8%*
	___ 6	Don't know	*7.4%*

17. How many months of service do most people have to complete before being eligible to become a third class petty officer?

Correct response			*Percent selecting response*
N=96	___ 1	12 months	*4.2%*
	___ 2	18 months	*10.4%*
	x 3	24 months	*83.3%*
	___ 4	30 months	*1.0%*
	___ 5	36 months	*1.0%*

18. The GI Bill is a well-known aid to assist in obtaining more education. The list below contains some statements which describe the GI Bill as well as some which don't. Check all those you think do describe the GI Bill.

Correct responses			*Percent selecting response*
N=26	___ 1	Available only after separation from the service	*25.7%*
N=82	___ 2	Can help you get a high school diploma or the equivalent	*81.2%*
N=90	___ 3	Can be applied to college-level courses	*89.1%*
N=3	___ 4	Requires that you reenlist to get it	*3.0%*
N=73	___ 5	Available after six months on active duty	*72.3%*
N=82	___ 6	Helps finance approximately 36 months of schooling	*81.2%*

19. Who writes the orders for the assignment to the next duty station for each designated striker and petty officer? Check one.

Correct response		*Percent selecting response*
N=97		
___	1 Commanding officer	*5.2%*
___	2 Executive officer	*2.1%*
___	3 Command career counselor	*7.2%*
x	4 Detailer	*79.4%*
___	5 Personnel officer	*4.1%*
___	6 Division officer	-
___	7 Don't know	*2.1%*

- This group of questions is about some of the programs for professional and technical advancement in the Navy. You are asked to match each program in the left column with the opportunity it offers in the right column. For example, the Lateral Conversion Program on the left offers "A means to change ones rating", which is "C" on the right. Put the "C" next to "Lateral Conversion Program" and continue matching the others in the same way.

See page A-20

Example

C Lateral Conversion Program

Correct responses

20. D BOOST
21. H PACE
22. I OCS (Officer Candidate School)
23. E NCFA (Navy Campus for Achievement)
24. G Class C School
25. B Correspondence courses
26. A SCORE
27. F Tuition Assistance Program

Opportunity

A - A reenlistment incentive offering chance to cross-rate into critical ratings

B - A way to learn the fundamentals of a rating without attending that particular A school

C - A means to change ones rating

D - A program that could lead to a college degree and commission for qualified personnel whose academic backgrounds are inadequate for other programs.

E - Central source for information about all Navy educational and training programs

F - Tuition costs at any Navy-approved institutions reimbursed up to 75%

G - Teaches advanced technical skills usable in more than one rating

H - A program available in some commands that lets those on sea duty continue their studies

I - May be the place for enlisted men and women with college degrees to earn a commission

Correct Response	QUESTION (Advancement Programs)	Percent "No Response" (N=101)	Number Responding	Percent of Those Responding								
				A	B	C*	D	E	F	G	H	I
D	20. BOOST	21.8%	79	13.9%	6.3%	1.3%	50.6%	6.3%	3.6%	1.3%	2.5%	13.9%
H	21. PACE	19.8	81	3.7	6.2	2.5	6.2	6.2	3.7	6.2	61.7	3.7
I	22. OCS	14.9	86	1.2	2.3	1.2	18.6	3.5	---	1.2	2.3	69.8
E	23. NFCA	15.8	85	5.9	2.4	---	17.6	55.3	7.1	2.4	3.5	5.9
G	24. Class C School	15.8	85	7.1	20.0	2.4	---	1.2	2.4	63.5	2.4	1.2
B	25. Correspondence courses	15.8	85	2.4	52.9	2.4	2.4	5.9	---	14.1	20.0	---
A	26. SCORE	20.8	80	57.5	2.5	2.5	6.3	11.2	5.0	5.0	5.0	5.0
F	27. Tuition Assistance Program	15.8	85	4.7	2.4	---	---	4.7	80.0	---	2.4	5.9

*C was the example.

28. Some of the Navy's educational programs offer a change for enlisted men and women to earn commissions. The list below includes some of these programs. Please check as many as you think apply.

Correct responses				Percent selecting response
N=38	x	A	BOOST	37.6%
N=30		B	STAR	29.7%
N=13		C	PACE	12.9%
N= 6		D	Class A School	5.9%
N=55	x	E	NESEP	54.5%
N=74	x	F	The Naval Academy	73.3%
N=71	x	G	OCS	70.3%
N=11		H	GUARD II	10.9%
N=20		I	CHAMPUS	19.8%
N=39	x	J	NEDEP	38.6%

29. In the past, have you ever attended a group session in which Navy career information was presented using a slide or moving picture projector?

N=96

21.9% 3 Yes
67.7% 2 No
10.4% 1 Don't remember

30. Would you be interested in attending such a session in the near future?

N=96
m=3.46

21.9%	34.4%	25.0%	5.2%	13.5%
5	4	3	2	1
Very interested		No opinion		Not at all interested

- If you have never previously attended a group session in which Navy career information was presented using a slide or motion picture projector, please skip to Question 38.

- If you have previously attended this type of session, please answer the following questions.

31. How many such sessions have you attended?

N=27
m=1.85

3.7% 4 Four or more
22.2% 3 Three
29.6% 2 Two
44.4% 1 One

32. What information was covered in the program(s) you attended?
(Check all that apply)

N=27

88.9% 7 Educational and professional advancement
55.6% 6 Health and medical care
48.1% 5 Financial security
48.1% 4 Retirement
66.7% 3 Reenlistment incentives
24.1% 2 Other benefits of Navy
18.5% 1 Don't remember

33. What information was covered in the last program you attended?
(Check all that apply)

N=27

66.7% 7 Educational and professional advancement
40.7% 6 Health and medical care
37.0% 5 Financial security
40.7% 4 Retirement
51.9% 3 Reenlistment incentives
44.4% 2 Other benefits of Navy
33.3% 1 Don't remember

N=32 34. How much did you like the last program you saw?

m=2.97

9.4%	12.5%	56.3%	9.4%	12.5%
5	4	3	2	1
Liked it very much		No opinion		Disliked it very much

N=26 35. How long ago was the last program you attended?

69.2% 4 Six months or more
11.5% 3 Three to six months ago
0 % 2 One or two months ago
19.2% 1 During the last month

36. Who conducted the last program you attended?

N=31

29.0% 6 Command career counselor
6.5% 5 Department/Division career counselor
0 % 4 Division officer
6.5% 3 Lead petty officer
41.9% 2 Other
16.1% 1 Don't know

37. How effective was the discussion following this last presentation in terms of additional information and/or clearing up questions?

N=28
m=3.25

14.3%	*28.6%*	*28.6%*	*25.0%*	*3.6%*
5	4	3	2	1
Very effective		No opinion		Not very effective

- Information about the Navy's benefits, entitlements, services, and career opportunities can be obtained from many different sources.

38. Please indicate how you most frequently obtain such informat[illegible] (Choose three sources from the list and write the appropriate letter in the blanks below.)

I obtain information about the Navy from:

See page A-25

___a. Most frequent source
___b. Next most frequent source
___c. Third most frequent source

Sources of Information

A. Billboards
B. Navy Times
C. Local Navy newspapers
D. Other local newspapers
E. Magazines
F. Radio
G. Television
H. Mail
I. Posters
J. Scuttlebutt from shipmates

39. Please indicate which sources you think are best for obtaining accurate information about the Navy. (Choose three sources and write the appropriate letter in the blanks below. You can choose the same sources as in question 38, if you like.)

Best source of accurate information about the Navy:

See page A-25

___a. First choice
___b. Second choice
___c. Third choice

QUESTION	Percent "No Response" (N=101)	Number Responding	Percent of Those Responding									
			A	B	C	D	E	F	G	H	I	J
38. Frequent sources of information												
a) First choice	17.8%	83	14.5	25.3%	7.2%	1.2%	3.6%	1.2%	2.4%	6.0%	2.4%	36.1%
b) Second choice	14.9%	86	18.6	20.9	14.0	5.8	14.0	1.2	2.3	4.7	7.0	11.6
c) Third choice	18.8%	82	17.1	19.5	8.5	4.9	13.4	3.7	6.1	3.7	6.1	17.1
39. Accurate sources of information												
a) First choice	18.8	82	19.5	42.7	4.9	1.2	3.7	2.4	7.3	9.8	---	8.5
b) Second choice	17.8%	83	6.0	21.7	31.3	3.6	10.8	4.8	2.4	9.6	6.0	3.6
c) Third choice	18.8%	82	15.9	8.5	19.5	---	20.7	1.2	4.9	6.1	2.4	20.7

40. There are many aspects of Navy life about which Navy personnel might like to obtain additional information. Please indicate how interested you are about obtaining additional information for each of the following:

See page A-27

	INTEREST IN ADDITIONAL INFORMATION				
	Very interested		Moderately interested		Not interested
a. Educational and training opportunities	5	4	3	2	1
b. Family Housing	5	4	3	2	1
c. Medical and dental benefits	5	4	3	2	1
d. Retirement benefits	5	4	3	2	1
e. Recreational facilities	5	4	3	2	1
f. Exchange and commissary services	5	4	3	2	1
g. Personal Services Offices	5	4	3	2	1
h. Dependent educational benefits	5	4	3	2	1
i. Amount of money you can expect to earn in future	5	4	3	2	1

40. There are many aspects of Navy life about which Navy personnel might like to obtain additional information. Please indicate how interested you are about obtaining additional information for each of the following:

INTEREST IN ADDITIONAL INFORMATION

	Very interested		Moderately interested		Not interested
	5	4	3	2	1
a.	57.4%	18.1%	18.1%	3.2%	3.2%
		N=94	m=4.23		
b.	22.6	12.9	26.9	12.9	24.7
		N=93	m=2.96		
c.	47.9	26.6	18.1	3.2	4.3
		N=94	m=4.11		
d.	21.7	22.8	19.6	9.8	26.1
		N=92	m=3.04		
e.	36.2	23.4	26.6	6.4	7.4
		N=94	m=3.75		
f.	27.7	23.4	33.0	4.3	11.7
		N=94	m=3.51		
g.	23.7	26.9	29.0	8.6	11.8
		N=93	m=3.42		
h.	36.6	12.9	22.6	9.7	18.3
		N=93	m=3.40		
i.	62.8	24.5	6.4	1.1	5.3
		N=94	m=4.38		

APPENDIX B

MINUS TEN QUESTIONNAIRE

This appendix presents the pre- and post-test questionnaires used for the evaluation of the slide and script package designed to be presented to personnel who have 10 months remaining to serve with the command. Response data are included for most questions, showing number of persons responding, percentage for each response and means where the response choices are of an ordinal nature. Data from question 3 and data derived from questions 2 and 4 are depicted on page B-5 in bar charts.

Under the provision of BUPERINST 1000.21 of 5 August 1974, this survey has received Coordination and Control of Personnel Surveys System review and BUPERS approval and has been assigned Report Symbol BUPERS 5314-33.5.

MINUS TEN QUESTIONNAIRE

PURPOSE OF SURVEY

The purpose of this questionnaire is to determine how well you are acquainted with the career development opportunities the Navy has to offer you. The Navy is also interested in better acquainting Navy personnel with the benefits and services available to them.

This questionnaire is in two parts. You are asked to fill out the first part, Form A, immediately. The second part, Form B, will be filled out after your group completes certain activities.

Some questions deal with knowledge about Navy opportunities, benefits and services. For other questions in which you are asked to express your opinions and attitudes, please feel free to be completely frank in your answers. There are no "right" or "wrong" answers to these questions. It is your own honest opinion we want.

Your responses will be strictly confidential and will be used only for research purposes. All processing of data will be done by an outside, non-military organization to ensure that individual replies and other information about individuals will not be released to any agency of the U.S. Navy.

Instructions about how to fill out this questionnaire appear on the next page.

FORMAL NOTICE

The data are intended to be used only for statistical purposes; no data reported for an individual will be identified in any publication, and individual data will not be disclosed for any other purpose except as required by law.

SDC/MA-0875

INSTRUCTIONS

- Some questions require that you enter numbers or letter in boxes. For example, if you are a Seaman, you would enter a 3 in the box next to this question:

  5 What is your pay grade? E- 3

  Please note that the numbers to the left of the responses are for processing purposes only and are not part of the questions.

- Other questions can be answered by putting a check mark next to your answer. For example:

  Does the Navy have any offices to help personnel and their families with moving, finding schools, etc.?

  ✓ 2 Yes
  9 __ 1 No

- Some questions are arranged to indicate degree of opinion or feeling. On these, please circle the number that best corresponds to your opinion or feeling. For example:

  How do you feel about your present Navy job?

17	5	[✓ 4]	3	2	1
	Very satisfied		Average		Very dissatisfied

  Circling the 4 would indicate that your feeling is between "very satisfied" and "average", or, to put it another way, you are fairly satisfied.

- In some cases, you may need to write in brief answers or descriptions or follow special instructions on the question.

Please answer all questions on each page, but do not spend a lot of time on any particular one. In all cases, except where specified, please give only one answer to each question.

Thank you very much for your cooperation in responding to this questionnaire.

MINUS TEN QUESTIONNAIRE

Sample N=88

FORM A

1. Please put the last four digits of your social security number in the four boxes below.

☐☐☐☐

See Page B-5 2. What is your rate/rating? (e.g., ET, AME, etc.)

☐☐☐

See Page B-5 3. What is your pay grade?

E- ☐

See Page B-5 4. How long have you been in the Navy?

☐☐ year (s) and ☐☐ months

5. Is this your first term of enlistment?

N=82
79.3% 2 Yes
20.7% 1 No

6. Are you married?

N=82
37.8% 2 Yes
62.2% 1 No

7. Do you have dependent children?

N=82
24.4% 2 Yes
75.6% 1 No

QUESTION	Number Responding	Percent of Those Responding
Rate Group (Q1)		
Deck	7	9.6%
Ordnance	4	5.5%
Electronics	5	6.8%
Precision Equipment	0	
Administrative and Clerical	11	15.1%
Miscellaneous	0	
Engineering and Hull	18	24.7%
Construction	1	1.4%
Aviation	25	34.2%
Medical	1	1.4%
Dental	0	
Non-Rated	1	1.4%
(N=73)		
Pay Grade (Q3)		
E-1	0	
E-2	8	9.8%
E-3	25	30.5%
E-4	25	30.5%
E-5	17	20.7%
E-6	6	7.3%
E-7	1	1.2%
(N=82)		
Mean = 3.89		
Time in Service (Q4)		
Less than 3 yrs.	40	48.8%
3-7 Years	32	39.0%
More than 7 yrs.	10	12.2%
(N=82)		
Mean = 4 yrs. 3 mos.		

N=81
m=2.78

8. Once a person is trained for a well-paying civilian professional job like teaching or engineering, he has job security for life.

4.9%	24.7%	28.4%	27.2%	14.8%
5	4	3	2	1
Strongly Agree		No Opinion		Strongly Disagree

N=81
m=4.11

9. Although the Navy is a good place to learn a skill, the civilian market is a more profitable place to use that skill.

40.7%	35.8%	17.3%	6.2%	0.0%
5	4	3	2	1
Strongly Agree		No Opinion		Strongly Disagree

N=67
m=3.19

10. How would you compare the amount of yearly paid vacation in the Navy with that offered in most civilian jobs?

17.9%	29.9%	19.4%	19.4%	13.4%	N=15
5	4	3	2	1	6
Twice as much in the Navy		About the same		Half as much in the Navy	Don't know

N=79

11. If you retire after 20 years of active service in the Navy, what percentage of your base pay will you receive as retirement income?

Correct Response		Percent selecting response
____ 1	20%	5.1%
____ 2	30%	3.8%
X 3	50%	64.6%
____ 4	75%	22.8%
____ 5	90%	3.8%

N=82
m=2.88

12. Most retired civilians enjoy better pension or retirement plans than retired Navy personnel.

4.9%	15.9%	47.6%	25.6%	6.1%
5	4	3	2	1
Strongly agree		No opinion		Strongly disagree

- This group of questions asks you to match the Navy places and programs in the left column with the opportunities in the right column.

For example, "Class A School" on the left offers the opportunity to "Learn the fundamentals of your rating," which is "A" on the right. Put the "A" next to "Class A School" and continue matching this way for the other nine.

See Page B-8

Example

A Class A School

Correct Response

13. *B* BOOST
14. *C* Navy Tuition Assistance Program
15. *J* PACE
16. *I* NEDEP
17. *F* The GI Bill
18. *G* The Warrant Officer Program
19. *D* Navy Campus for Achievement (NCFA)
20. *E* NESEP
21. *H* OCS

Opportunity

A - Learn the fundamentals of your rating

B - A path to a college degree and commission for those with limited academic backgrounds.

C - Pays up to 75% of tuition costs

D - Coordinates Navy education programs

E - Path to scientific career

F - Another way to get aid in paying tuition

G - A way for qualified E-6s and above to earn commissions

H - A path to a commission for EMs and EWs with college educations

I - Leads to career in dietetics

J - Lets schooling continue while you are on sea duty

22. How would you compare the cost of a standard Navy life insurance policy with the cost of similar coverage for a civilian?

N=67
m=4.19

40.3%	*41.8%*	*16.4%*	*0.0%*	*1.5%*	*N=14*
5	4	3	2	1	6
Navy costs much less		About the same		Navy costs much more	Don't know

Correct Response	QUESTION	Percent "No Response" (N=88)	Number Responding	Percent of Those Responding									
				A*	B	C	D	E	F	G	H	I	J
B	13. BOOST	27.3%	64	---	45.3%	---	10.9%	14.1%	3.1%	4.7%	9.4%	7.8%	4.7%
C	14. Navy Tuition	15.9	74	---	1.4	54.1	5.4	5.4	31.1	---	---	1.4	1.4
J	15. PACE	22.7	68	---	2.9	---	13.2	2.9	2.9	---	4.4	11.8	61.8
I	16. NEDEP	30.7	61	---	3.3	---	16.4	14.8	1.6	3.3	6.6	49.2	4.9
F	17. GI Bill	15.9	74	---	2.7	44.6	1.4	1.4	50.0	---	---	---	---
G	18. Warrant Officer Program	15.9	74	---	6.8	1.4	---	1.4	1.4	82.4	6.8	---	---
D	19. NCFA	20.5	70	---	11.4	---	38.6	5.7	7.1	2.9	12.9	4.3	17.1
E	20. NESEP	19.3	71	---	14.1	---	11.3	39.4	2.8	5.6	12.7	11.3	2.8
H	21. OCS	21.6	69	---	23.2	---	---	11.6	---	13.0	40.6	7.2	4.3

*A was the example.

23. How much do you think hospitalization for Navy dependents usually costs per day in military facilities?

N=77

Correct Response		Percent selecting response
	1 Nothing	28.6 %
X	2 $3.50	40.3 %
	3 $12.00	14.3 %
	4 $19.35	10.4 %
	5 $59.75	6.5 %

24. How would you compare medical and dental costs for a Navy family with those for a civilian family?

N=76
m=4.32

55.3 %	28.9 %	10.5 %	2.6 %	2.6 %	N=5
5	4	3	2	1	6
Navy costs much less		About the same		Navy costs much more	Don't know

- Here are some more matching questions. In the left column are a few of the reenlistment benefits and programs. Match each one with what it offers in the right column. For example, "Entitlements Eligibility" on the left assures that "E-4s with two or more years of service are eligible for family moving expenses and on-base housing", which is "E" on the right. Put the "E" next to "Entitlements Eligibility" and continue matching this way for the other four.

Example

See page B-10

E Entitlements Eligibility

Correct Response

25. D STAR
26. A SCORE
27. C SRB
28. B GUARD II

Offers

A - Get a guaranteed assignment to A school with immediate change of rating upon successful completion

B - Write your own orders--if billet is available, it's guaranteed

C - A reenlistment bonus for certain ratings

D - Qualified enlisted personnel can be guaranteed assignment to appropriate A or C schools

E - E-4s with two or more years of service are eligible for family moving expenses and on-base housing

Correct Response	QUESTION	Percent "No Response" (N=88)	Number Responding	Percent of Those Responding				
				A	B	C	D	E*
D	25. STAR	18.2%	72	38.9%	13.9%	4.2%	43.1%	---
A	26. SCORE	18.2%	72	37.5	11.1	6.9	43.1	1.4%
C	27. SRB	15.9%	74	4.1	5.4	85.1	4.1	1.4
B	28. GUARD II	17.0%	73	13.7	71.2	4.1	8.2	2.7

*E was the example.

29. When your present term of service is up, do you intend to reenlist?

N=82

9.8% 3 Yes
25.6% 2 Undecided
64.6% 1 No

- Please stop here.

The program will be presented next.

MINUS TEN QUESTIONNAIRE

FORM B

1. Please put the last four digits of your social security number in the four boxes below.

☐☐☐☐

2. Overall, how well did you like this presentation?

N=88
m=2.69

11.4%	12.5%	30.7%	25.0%	20.5%
5	4	3	2	1
Very well liked		Fairly well liked		Not liked at all

3. How much new information did you learn from the presentation?

N=88
m=2.78

6.8%	19.3%	36.4%	20.5%	17.0%
5	4	3	2	1
Learned a lot		Learned some		Learned nothing

4. In your opinion, how convincing was the person who presented the program?

N=87
m=2.91

8.0%	24.1%	39.1%	8.0%	20.7%
5	4	3	2	1
Very convincing		Moderately convincing		Not at all convincing

5. In your opinion, how believable was the information?

N=88
m=3.00

9.1%	23.9%	35.2%	21.6%	10.2%
5	4	3	2	1
Very believable		Moderately believable		Not at all believable

N=87
m=2.53

6. How do you feel about the amount of discussion after the presentation?

2.3%	8.0%	52.9%	13.8%	23.0%
5	4	3	2	1
Too much		About right		Not enough

N=73
m=2.85

7. In your opinion, how satisfactory were the answers that were given to questions from the audience?

2.7%	24.7%	42.5%	15.1%	15.1%	N=14
5	4	3	2	1	6
Very satisfactory		Fairly satisfactory		Not at all satisfactory	No questions asked

N=88
m=3.41

8. Did this program do a good job of telling you about Navy benefits?

12.5%	31.8%	44.3%	6.8%	4.5%
5	4	3	2	1
Very good job		So-so		Very poor job

N=88
m=3.90

9. Was the information presented in a way that was easy to understand?

34.1%	33.0%	23.9%	6.8%	2.3%
5	4	3	2	1
Very easy to understand		Moderately easy to understand		Hard to understand

N=76
m=3.54

10. In your opinion, how well did the program cover the advantages of being in the Navy?

19.7%	28.9%	40.8%	6.6%	3.9%	N=12
5	4	3	2	1	6
Covered advantages very well		Covered advantages fairly well		Didn't cover advantages well	There are no advantages

N=88
m=2.89

11. How did the program make you feel about the possibility of reenlisting?

0.0 %	15.9 %	67.0 %	6.8 %	10.2 %
5	4	3	2	1
Much more favorable		No change		Much less favorable

- Listed below are some topics which may have been covered in the presentation. First, please indicate how important each area is to you by circling the number corresponding to its importance. Then circle the number corresponding to how much you learned about that area from the program.

  For example, if getting more information about living overseas is very important to you and if this topic was not discussed in the program, circle a "5" for the importance and a "1" for how much you learned, as shown below.

12. How do you feel about each of the following:

See page B-15

	IMPORTANCE OF AREA					LEARNING ABOUT AREA				
	Very important		Fairly important		Not important	Learned a lot		Learned some		Learne nothin
EXAMPLE										
Living overseas	[✓ 5]	4	3	2	1	5	4	3	2	[✓ 1]
a. Opportunities for education & training	5	4	3	2	1	5	4	3	2	1
b. Health/medical insurance	5	4	3	2	1	5	4	3	2	1
c. Life insurance	5	4	3	2	1	5	4	3	2	1
d. Cross-rating training to change Navy job	5	4	3	2	1	5	4	3	2	1
e. Guaranteed school assignment	5	4	3	2	1	5	4	3	2	1
f. Guaranteed location	5	4	3	2	1	5	4	3	2	1
g. Commissary services	5	4	3	2	1	5	4	3	2	1
h. Vacation benefits	5	4	3	2	1	5	4	3	2	1
i. Retirement benefits	5	4	3	2	1	5	4	3	2	1
j. Housing	5	4	3	2	1	5	4	3	2	1
k. Services such as the Personal Services Center	5	4	3	2	1	5	4	3	2	1
l. Reenlistment incentives	5	4	3	2	1	5	4	3	2	1

12. How do you feel about each of the following:

	IMPORTANCE OF AREA					LEARNING ABOUT AREA				
	Very important		Fairly important		Not important	Learned a lot		Learned some		Learned nothing
	5	4	3	2	1	5	4	3	2	1
a.	51.2%	16.7%	21.4%	3.6%	7.1%	8.7%	16.2%	37.5%	16.2%	21.2%
		N=84	m=4.01				N=80	m=2.75		
b.	50.6	19.3	14.5	4.8	10.8	2.5	18.8	32.5	23.7	22.5
		N=83	m=3.94				N=80	m=2.55		
c.	38.1	21.4	21.4	6.0	13.1	7.5	12.5	31.3	18.8	30.0
		N=84	m=3.66				N=80	m=2.49		
d.	14.3	10.7	35.7	10.7	28.6	2.5	8.7	26.2	30.0	32.5
		N=84	m=2.71				N=80	m=2.19		
e.	28.9	13.3	26.5	13.3	18.1	5.1	8.9	38.0	20.3	27.8
		N=83	m=3.22				N=79	m=2.43		
f.	50.0	12.2	11.0	9.8	17.1	3.8	13.9	40.5	12.7	29.1
		N=82	m=3.68				N=79	m=2.51		
g.	28.0	15.9	24.4	12.2	19.5	1.2	5.0	26.2	12.5	55.0
		N=82	m=3.21				N=80	m=1.85		
h.	36.6	24.4	17.1	8.5	13.4	10.0	13.7	27.5	12.5	36.2
		N=82	m=3.62				N=80	m=2.49		
i.	48.8	15.9	11.0	7.3	17.1	3.7	12.5	23.7	27.5	32.5
		N=82	m=3.72				N=80	m=2.28		
j.	34.1	20.7	15.9	8.5	20.7	5.0	5.0	23.7	21.2	45.0
		N=82	m=3.39				N=80	m=2.04		
k.	20.7	17.1	32.9	11.0	18.3	1.2	3.7	20.0	15.0	60.0
		N=82	m=3.11				N=80	m=1.71		
l.	29.3	26.8	11.0	6.1	26.8	8.7	12.5	32.5	12.5	33.7
		N=82	m=3.26				N=80	m=2.50		

13. Job security for life can be obtained by being trained for a well-paying professional job such as teaching or engineering.

N=86
m=3.01

9.3%	24.4%	36.0%	18.6%	11.6%
5	4	3	2	1
Strongly agree		No opinion		Strongly disagree

14. The civilian labor market offers a much more profitable area in which to use Navy-learned skills than does the Navy.

N=86
m=3.20

16.3%	29.1%	26.7%	14.0%	14.0%
5	4	3	2	1
Strongly agree		No opinion		Strongly disagree

15. How does the amount of yearly paid vacation in the Navy compare with that offered in most civilian jobs?

N=81
m=3.33

22.2%	28.4%	23.5%	12.3%	13.6%	N=5
5	4	3	2	1	6
Twice as much in the Navy		About the same		Half as much in the Navy	Don't know

16. What percentages of your base pay will you receive as retirement income if you retire after 20 years of active service in the Navy?

N=85

Correct Response		Percent selecting response
	1 20%	1.2 %
	2 30%	2.4 %
X	3 50%	69.4 %
	4 75%	15.3 %
	5 90%	4.7 %
	6 Don't know	7.1 %

17. Navy personnel can expect to receive better retirement benefits than most civilians do when they retire.

N=86
m=3.56

17.4%	40.7%	25.6%	12.8%	3.5%
5	4	3	2	1
Strongly agree		No opinion		Strongly disagree

18. How much chance do you think you have to continue your education without interrupting your Navy career?

N=81
m=3.01

19.8 %	17.3 %	29.6 %	11.1 %	22.2 %
5	4	3	2	1
Very good chance		Fair chance		No chance

- In this group of questions you are asked to match the Navy places and programs on the left with the opportunities on the right. For example, "Class C School" on the left offers "Specialized training on particular equipment", which is "E" on the right. Put the "E" next to "Class C School" and continue matching the rest.

EXAMPLE

See page B-18

E Class C School

Correct Response

19. A BOOST

20. B Navy Tuition Assistance Program

21. I PACE

22. D NESEP

23. F The GI Bill

24. J The Warrant Officer Program

25. C Navy Campus for Achievement (NCFA)

26. H NEDEP

27. G OCS

Opportunities

A - A program to earn a college degree and a commission for those with minimal academic backgrounds

B - Will provide the bulk of tuition costs

C - The center for all education and training opportunities in the Navy

D - Program for science education

E - Specialized training on particular equipment

F - Another way to get financial assistance for school while still in the Navy

G - Possible route to a commission for college educated EMs and EWs

H - Program for career in dietetics

I - College level courses for Navy personnel at sea

J - Path to a commission for outstanding Chief and First Class Petty Officers

Correct Response	QUESTION	Percent "No Re-sponse" (N=88)	Number Responding	Percent of Those Responding									
				A	B	C	D	E*	F	G	H	I	J
A	19. BOOST	25.0%	66	65.2%	4.5%	4.5%	7.6%	1.5%	1.5%	3.0%	3.0%	4.5%	4.5%
B	20. Navy Tuition	20.5	70	---	48.6	10.0	---	---	40.0	---	---	1.4	---
I	21. PACE	20.5	70	---	---	2.9	8.6	2.9	1.4	1.4	4.3	75.7	2.9
D	22. NESEP	23.9	67	11.9	---	9.0	56.7	---	7.5	9.0	1.5	3.0	1.5
F	23. GI Bill	20.5	70	1.4	50.0	---	---	1.4	41.4	4.3	---	---	1.4
J	24. Warrant Officer Program	17.0	73	1.4	---	---	---	---	2.7	8.2	1.4	1.4	84.9
C	25. NCFA	19.3	71	4.2	2.8	63.4	1.4	---	8.5	5.6	8.5	4.2	1.4
H	26. NEDEP	22.7	68	---	---	---	13.2	2.9	2.9	1.5	70.6	7.4	1.5
G	27. OCS	22.7	68	11.8	---	5.9	5.9	---	---	64.7	4.4	1.5	5.9

*E was the example.

28. How does the cost of a standard Navy life insurance policy compare with the cost of the same amount of civilian coverage?

N=77
m=4.04

40.3%	33.8%	16.9%	7.8%	1.3%	N=6
5	4	3	2	1	6
Navy costs much less		About the same		Navy costs much more	Don't know

29. How much do you think military facilities usually charge per day for hospitalization of Navy dependents?

N=83

Correct Response		Percent selecting response
	1 Nothing	8.4 %
X	2 $3.50	84.3 %
	3 $12.00	2.4 %
	4 $19.35	2.4 %
	5 $59.75	1.2 %
	6 Don't know	1.2 %

30. How do you think medical and dental costs for Navy families compare with those of civilian families?

N=82
m=4.16

42.7%	40.2%	9.8%	4.9%	2.4%	N=1
5	4	3	2	1	6
Navy costs much less		About the same		Navy costs much more	Don't know

- Here are some more matching questions. One the left are a few of the Navy's reenlistment benefits and programs. Match each one with what it offers from the list at the right. For example, "Entitlements Eligibility" on the left means that you can "Take your family with you--it's on the Navy!" Put the "B" (which is the "B" on the right) next to "Entitlements Eligibility" on the left and match the other four in the same way.

EXAMPLE

See page B-20

B Entitlements Eligibility

Correct Response

31. C STAR

32. D SCORE

33. A SRB

34. E GUARD II

Offers

A - Certain rating can get substantial reenlistment bonus

B - Take your family with you--it's on the Navy!

C - Guaranteed assignments to A or C schools

D - Chance to cross-rate into more critical ratings for better promotions and bonuses

E - Transfer where you wish--if billet of your choice is available, it's guaranteed to you.

Correct Response	QUESTION	Percent "No Response" (N=88)	Number Responding	Percent of Those Responding				
				A	B*	C	D	E
C	31. STAR	17.0%	73	6.8%	1.4%	71.2%	19.2%	1.4%
D	32. SCORE	18.2	72	1.4	2.8	22.2	70.8	2.8
A	33. SRB	14.8	75	93.3	---	2.7	2.7	1.3
E	34. GUARD II	17.0	73	---	2.7	2.7	1.4	93.1

*B was the example.

35. In the past, have you ever attended a group session in which Navy career information was presented using a slide or moving picture projector?

N=84
36.9% 3 Yes
50.0% 2 No
13.1% 1 Don't remember

36. Would you be interested in attending such a session in the near future?

N=84
m=2.56

7.1%	25.0%	23.8%	4.8%	39.3%
5	4	3	2	1
Very interested		No opinion		Not at all interested

- If you have never previously attended a group session in which Navy career information was presented using a slide or motion picture projector, please skip to Question 44.
- If you have previously attended this type of session, please answer the following questions.

37. How many such sessions have you attended?

N=37
8.1% 4 Four or more
8.1% 3 Three
27.0% 2 Two
56.8% 1 One

38. What information was covered in the program(s) you attended? (Check all that apply)

(N=88)
27.3% 7 Educational and professional advancement
28.4% 6 Health and medical care
28.4% 5 Financial security
27.3% 4 Retirement
28.4% 3 Reenlistment incentives
22.7% 2 Other benefits of Navy
11.4% 1 Don't remember

39. What information was covered in the last program you attended? (Check all that apply)

(N=88)

25.0% 7 Educational and professional advancement
21.6% 6 Health and medical care
18.2% 5 Financial security
25.0% 4 Retirement
21.6% 3 Reenlistment incentives
18.2% 2 Other benefits of Navy
12.5% 1 Don't remember

40. How much did you like the last program you saw?

N=40
m=3.10

2.5%	37.5%	42.5%	2.5%	15.0%
5	4	3	2	1
Liked it very much		No opinion		Disliked it very much

41. How long ago was the last program you attended?

N=36

61.1%4 Six months or more
13.9%3 Three to six months ago
11.1%2 One or two months ago
13.9%1 During the last month

42. Who conducted the last program you attended?

N=39

46.2%6 Command Career counselor
7.7%5 Department/Division career counselor
0.0%4 Division officer
2.6%3 Lead petty officer
25.6%2 Other
17.9%1 Don't know

43. How effective was the discussion following this last presentation in terms of additional information and/or clearing up questions?

N=40
m=3.00

12.5%	22.5%	35.0%	12.5%	17.5%
5	4	3	2	1
Very effective		No opinion		Not very effective

- Information about the Navy's benefits, entitlements, services, and career opportunities can be obtained from many different sources.

44. Please indicate how you most frequently obtain such information. (Choose three sources from the list and write the appropriate letter in the blanks below.)

I obtain information about the Navy from:

See page B-24

____A. Most frequent source

____B. Next most frequent source

____C. Third most frequent source

45. Please indicate which sources you think are best for obtaining accurate information about the Navy. (Choose three sources and write the appropriate letter in the blanks below. You can choose the same sources as in question 44, if you like.)

Best source of accurate information about the Navy:

See page B-24

____A. First choice

____B. Second choice

____C. Third choice

Sources of Information

A. Billboards
B. Navy Times
C. Local Navy newspapers
D. Other local newspapers
E. Magazines
F. Radio
G. Television
H. Mail
I. Posters
J. Scuttlebutt from shipmates

QUESTION	Percent "No Response" (N=88)	Number Responding	Percent of Those Responding*									
			A	B	C	D	E	F	G	H	I	J
44. Frequent sources of information												
a) First choice	21.6%	69	20.3%	36.2%	8.7%	---	5.8%	1.4%	---	---	4.3%	23.2%
b) Second choice	20.5	70	11.4	18.6	17.1	2.9%	12.9	---	1.4%	---	12.9	22.9
c) Third choice	18.2	72	8.3	12.5	27.8	6.9	11.1	---	5.6	9.7%	4.2	13.9
45. Accurate sources of information												
a) First choice	21.6	69	11.6	55.1	4.3	---	7.2	1.4	2.9	7.2	2.9	7.2
b) Second choice	19.3	71	8.5	16.9	33.8	1.4	8.5	2.8	2.8	11.3	5.6	8.5
c) Third choice	18.2	72	6.9	12.5	22.2	6.9	12.5	2.8	4.2	5.6	9.7	16.7

*Sources of information are as follows:

- A. Billboards
- B. Navy Times
- C. Local Navy newspapers
- D. Other local newspapers
- E. Magazines
- F. Radio
- G. Television
- H. Mail
- I. Posters
- J. Scuttlebutt from shipmates

46. There are many aspects of Navy life about which Navy personnel might like to obtain additional information. Please indicate how interested you are about obtaining additional information for each of the following.

See page B-26

	INTEREST IN ADDITIONAL INFORMATION				
	Very interested		Moderately interested		Not interested
a. Educational and training opportunities	5	4	3	2	1
b. Family Housing	5	4	3	2	1
c. Medical and dental benefits	5	4	3	2	1
d. Retirement benefits	5	4	3	2	1
e. Recreational facilities	5	4	3	2	1
f. Exchange and Commissary services	5	4	3	2	1
g. Personal Services Office	5	4	3	2	1
h. Dependent educational benefits	5	4	3	2	1
i. Amount of money you can expect to earn in future	5	4	3	2	1

46. There are many aspects of Navy life about which Navy personnel might like to obtain additional information. Please indicate how interested you are about obtaining additional information for each of the following:

INTEREST IN ADDITIONAL INFORMATION

	Very interested		Moderately interested		Not interested
	5	4	3	2	1
a.	46.9%	12.3%	12.3%	3.7%	24.7%
		N=81	m=3.53		
b.	19.8	18.5	16.0	9.9	35.8
		N=81	m=2.77		
c.	37.0	23.5	14.8	2.5	22.2
		N=81	m=3.51		
d.	34.6	9.9	14.8	4.9	35.8
		N=81	m=3.03		
e.	23.5	19.8	25.9	9.9	21.0
		N=81	m=3.15		
f.	23.5	14.8	27.2	9.9	24.7
		N=81	m=3.03		
g.	17.3	18.5	25.9	13.6	24.7
		N=81	m=2.90		
h.	29.6	19.8	7.4	9.9	33.3
		N=81	m=3.03		
i.	45.1	17.1	13.4	2.4	22.0
		N=82	m=3.61		

APPENDIX C

Factors Affecting Navy Enlisted Personnel Retention Part III

This appendix presents the pre- and post-test questionnaires used for evaluation of the slide and script package designed to be presented to wives of Navy enlisted personnel. Response data are included for most questions, showing number of persons responding, percentage for each response and means where the response choices are of an ordinal nature. Data from several questions are depicted by bar charts and page references are included by the question.

O.M.B. No. 45-S75006

Approval Expires December 1976

FACTORS AFFECTING NAVY ENLISTED PERSONNEL RETENTION

PART III

The purpose of this questionnaire is to determine how well Navy wives are acquainted with the career development opportunities the Navy offers their husbands. The Navy is also interested in better acquainting Navy wives with the benefits and services available to Navy families.

This questionnaire is in two parts. You are asked to fill out the first part, Form A, immediately. The second part, Form B, will be filled out after your group completes certain activities.

Some questions deal with knowledge about Navy opportunities, benefits and services. For other questions in which you are asked to express your opinions and attitudes, please feel free to be completely frank in your answers. There are no "right" or "wrong" answers to these questions. It is your own honest opinion we want.

Your responses will be strictly confidential and will be used only for research purposes. All processing of data will be done by an outside, non-military organization to ensure that individual replies and other information about individuals will not be released to any agency of the U.S. Navy.

Instructions about how to fill out this questionnaire appear on the next page.

FORMAL NOTICE

The data are intended to be used only for statistical purposes; no data reported for an individual will be identified in any publication, and individual data will not be disclosed for any other purpose except as required by law.

SDC/WA-0875

INSTRUCTIONS

- There are four types of questions in this survey. Some questions require that you enter numbers or letters in boxes. For example, if your husband is a Seaman, you would enter a 3 in the box next to this question:

5 What is your husband's pay grade? E- 3

Please note that the numbers to the left of the responses are for processing purposes only and are not part of the questions.

- Other questions require a check mark to indicate your answer. For example:

What is the highest level of education that you have attained?

___1 Less than high school
___2 High school graduate
9 ___3 Some college with no degree
✓ 4 Associate degree
___5 Bachelor's degree
___6 Master's or doctoral degree

- Some questions are arranged to indicate degree of opinion or feeling. On these, please circle the number that best corresponds to your opinion or feeling. For example:

How do you feel about your husband's present Navy job?

	5	[✓ 4]	3	2	1
17	Very satisfied		average		very dissatisfied

Circling the 4 would indicate that your feeling is between "very satisfied" and "average", or, to put it another way, you are fairly satisfied.

- In some cases, you may need to write in brief answers or descriptions.

Please answer all questions on each page, but do not spend a lot of time on any particular one. In all cases, except where specified, please give only one answer to each question.

Thank you very much for your cooperation in responding to this questionnaire.

NOTE: Please refer to your Navy ID card for any information you need to answer questions 1 through 3

PART III

FORM A

Sample N=138

Please complete the following questions.

1. In the four spaces below, please put the number assigned to you.

☐☐☐☐

2. What is your husband's rate/rating (e.g., ET, AME, etc.)?
See page C-5.

☐☐☐

3. What is your husband's pay grade?
See page C-5.

E- ☐

4. Is this your husband's first term of enlistment in the Navy?

N=138
15.9% 2 Yes
84.1% 1 No

5. How many years has your husband served in the Navy?
See page C-6.

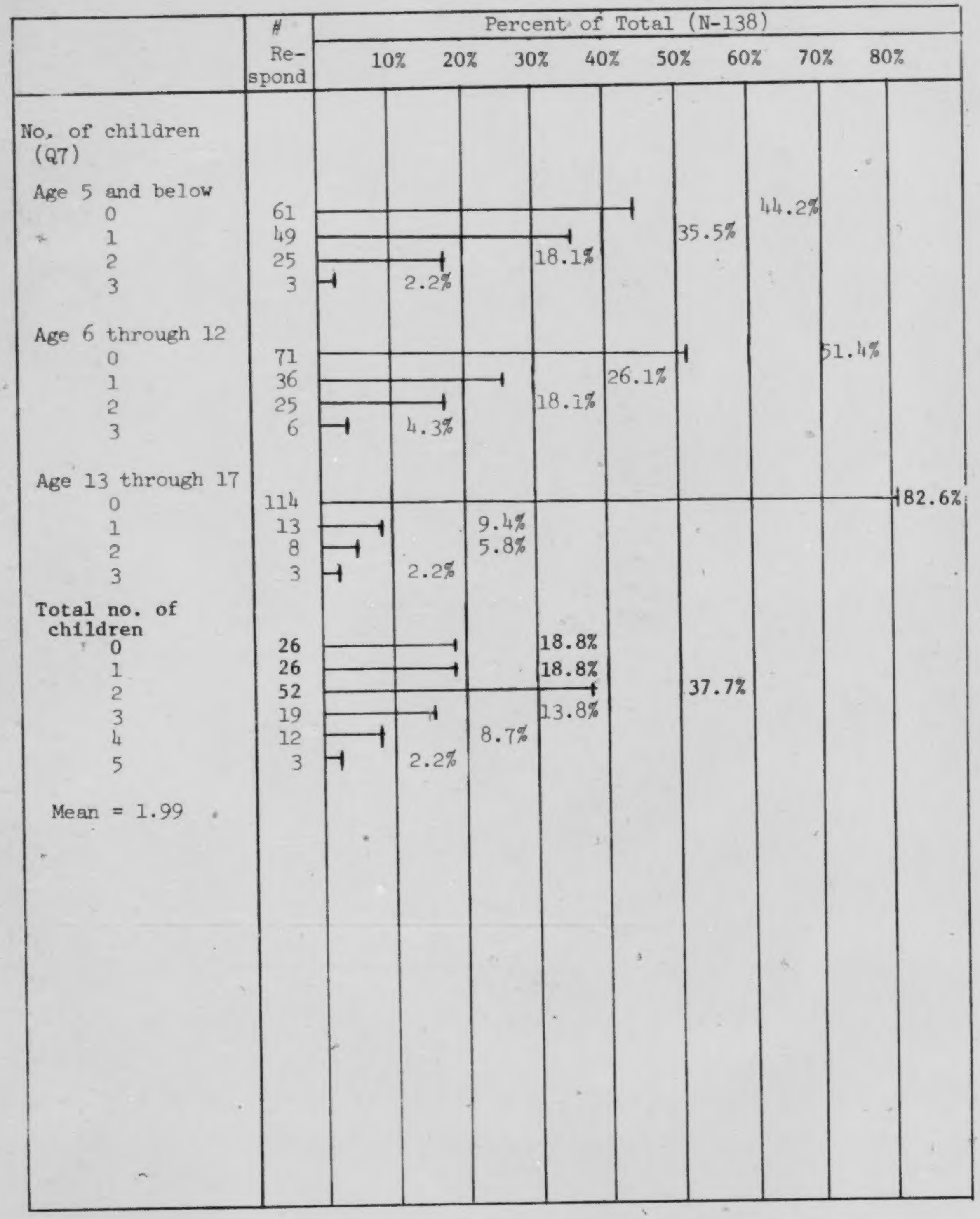
☐☐ years and ☐☐ months

6. Do you have dependent children?

N=138
81.2% 2 Yes
18.8% 1 No

7. If yes, how many children do you have?
See page C-6.
___ How many age 5 and below?
___ How many ages 6 through 12?
___ How many ages 13 through 17?

QUESTION	# Respond	Percent of Total (N=138)
Rate Group (Q2)		
Deck	19	13.8%
Ordinance	18	13.0%
Electronics	7	5.1%
Administrative and Clerical	18	13.0%
Engineering and Hull	31	22.5%
Aviation	40	29.0%
Medical	1	0.7%
Non-Rated	4	2.9%
N=	138	
Pay Grade (Q3)		
E-2	2	1.4%
E-3	4	2.9%
E-4	13	9.4%
E-5	41	29.7%
E-6	42	30.4%
E-7	23	16.7%
E-8	6	4.3%
E-9	7	5.1%
N=	138	
Mean = E-6		
Time in Service (Q5)		
Less than 4 years	16	11.6%
4-8 years	41	29.7%
8-12 years	18	13.0%
12-16 years	30	21.7%
16-20 years	22	15.9%
20-24 years	9	6.5%
No response	2	1.4%
N=	138	
Mean = 10 Years 8 Months		



	# Respond	Percent of Total (N-138)
No. of children (Q7)		
Age 5 and below		
0	61	44.2%
1	49	35.5%
2	25	18.1%
3	3	2.2%
Age 6 through 12		
0	71	51.4%
1	36	26.1%
2	25	18.1%
3	6	4.3%
Age 13 through 17		
0	114	82.6%
1	13	9.4%
2	8	5.8%
3	3	2.2%
Total no. of children		
0	**26**	**18.8%**
1	**26**	**18.8%**
2	**52**	**37.7%**
3	19	13.8%
4	12	8.7%
5	3	2.2%
Mean = 1.99		

- This group of questions asks you to match places or programs in the left column with the services shown in the right column. For example, "Commissaries" on the left "provides food for sale to Navy families," which is "D" on the right. Put the "D" next to "Commissaries" and do the same sort of matching for the other four.

EXAMPLE

D Commissaries

See page C-8

8. ___ Personal Services Centers
9. ___ Navy Sponsor Program
10. ___ Wifeline
11. ___ CHAMPUS

SERVICES

A. Can help arrange for special services you may need when moving to a new station
B. Publishes helpful booklets for coping with problems of Navy life
C. Allows dependents to use civilian medical facilities at very low cost
D. Provides food for sale to Navy families
E. World-wide facilities to help Navy families solve everyday problems as well as emergencies

12. How much to you think hospitalization for dependents would cost you per day in military facilities?

N=136

Correct response		*Percent selecting response*
___	1. Nothing	*6.6%*
x ___	2. $3.50	*77.9%*
___	3. $12.00	*6.6%*
___	4. $19.35	*3.7%*
___	5. $59.75	*5.1%*

13. If you were hospitalized in a civilian hospital under CHAMPUS how much of the cost would the Navy pay?

N=134

Correct response		*Percent selecting response*
___	1 Nothing	*1.5%*
___	2 20%	*15.7%*
___	3 40%	*7.5%*
___	4 60%	*9.0%*
x ___	5 80%	*66.4%*

14. How much do you think you pay for medical and dental costs compared with the costs for a civilian family?

N=122
m=4.24

50.8%	*25.4%*	*21.3%*	*1.6%*	*0.8%*	*N=15*
5	4	3	2	1	6
Navy costs much less		About the same		Navy costs much more	Don't know

Correct Response	QUESTION	% No Response (N=138)	Number Answers	Percent of Those Responding				
				A	B	C	D*	E
E	8. Personal Services Center	3.6%	133	26.3%	6.8%	---	---	66.9%
A	9. Navy Sponsor Program	2.9	134	71.6	6.0	3.0%	---	19.4
B	10. Wifeline	4.3	132	3.0	86.4	0.8	---	9.8
C	11. CHAMPUS	0.7	137	---	0.7	95.6	0.7%	2.9

*D was the example.

15. How many thousand dollars of life insurance coverage can your husband carry with the standard Navy policy?

Also see page C-10

Correct response	*Range*	*Percent correct response*
$ _20_,000. (dollars)	*$1,000 to $30,000*	*40.6%*

16. If your husband retires after 20 years of active service in the Navy, what percentage of his base pay will he receive as retirement income?

Also see page C-10

Correct response	*Range*	*Percent correct response*
_50_ percent	*20 to 80 percent*	*52.2%*

17. What percentage of its married personnel does the Navy house in Navy-owned quarters?

N=125

Correct response	*Percent selecting response*
___1 10%	*9.6%*
*x*___2 21%	*28.8%*
___3 53%	*40.0%*
___4 72%	*18.4%*
___5 95%	*3.2%*

18. How does the cost of a standard Navy life insurance policy compare with the cost of the same amount of civilian coverage?

N=106
m=4.40

59.4%	*22.6%*	*17.0%*	*0.0%*	*0.9%*	*N=27*
5	4	3	2	1	6
Navy costs much less		About the same		Navy costs much more	Don't know

19. How many days leave does your husband earn each year?

N=138

Correct response	*Range*	*Percent correct response*
_30_ days	*3 to 80 days*	*92.0%*

20. What chance do you think your husband has to further his education while serving in the Navy?

N=136
m=3.77

34.6%	*24.3%*	*28.7%*	*8.8%*	*3.7%*	*N=2*
5	4	3	2	1	6
Very good chance		Fair chance		No chance	Don't know

21. How do you think food prices in the commissary compare with prices in civilian stores?

N=137
m=3.48

10.2%	*40.1%*	*38.7%*	*9.5%*	*1.5%*	*N=1*
5	4	3	2	1	6
Commissary much less		About equal		Commissary much more	Don't know

QUESTION	# Respond	Percent of Total (N=138)
Navy Life Insurance (Q15)		
Less than 10 thousand	5	3.6%
10-19 thousand	61	44.2%
20 thousand	56	40.6%
21-30 thousand	11	8.0%
No response	5	3.6%
N=	138	
Mean = 16.6 thousand		
Retirement & Pay (Q16)		
Less than 50%	26	18.8%
50%	72	52.2%
More than 50%	21	15.2%
No response	19	13.8%
N=	138	
Mean = 50%		

- Here are some more matching questions. Please match each program or place in the left column with the opportunity it offers as shown in the right column. For example, on the right, find "B. Teaches the fundamentals of a rating." Put the "B" next to "Class A School" in the left column and continue matching the other five.

		EXAMPLE	OPPORTUNITIES
See page C-12		b Class A School	A. Helps pay tuition costs.
	22.	___ PACE	B. Teaches the fundamentals of a rating.
	23.	___ The GI Bill	C. Coordinates all Navy education programs.
	24.	___ Officer Candidate School (OCS)	D. Path to a commission for enlisted personnel with college degrees.
	25.	___ Navy Campus for Achievement (NCFA)	E. Allows education to continue while on sea duty

N=2

26. Other programs. If your husband has mentioned other Navy programs that offer educational or training opportunities or can assist his advancement, please describe below.

27. When your husband's present term of service is up, would you be willing for him to reenlist?

N=136

40.4% 3 Yes
27.9% 2 Undecided
31.6% 1 No

28. If your husband had to make a reenlistment decision today, would you encourage him to reenlist?

52.3% 2 Yes
47.7% 1 No

N=132

- Please stop here. The program will be presented next.

Correct Response	QUESTION	% No Response (N=138)	Number Answers	Percent of Those Responding				
				A	B*	C	D	E
E	22. PACE	12.3%	121	2.5%	---	39.7%	12.4%	45.5%
A	23. GI Bill	2.2	135	94.8	---	3.0	0.7	1.5
D	24. OCS	9.4	125	0.8	0.8	5.6	90.4	2.4
C	25. NCFA	11.6	122	2.5	4.1	46.7	---	46.7

*B was the example.

PART III

FORM B

1. In the four spaces below, please put the number assigned to you.

☐☐☐☐

2. Overall, how well did you like this presentation?

	20.7%	21.5%	44.4%	9.6%	3.7%
N=135	5	4	3	2	1
m=3.46	Very well liked		Fairly well liked		Not liked at all

3. How much new information did you learn from the presentation?

	15.7%	11.2%	48.5%	21.6%	3.0%
N=134	5	4	3	2	1
m=3.15	Learned a lot		Learned some		Learned nothing

4. In your opinion, how convincing was the person who presented the program?

	21.1%	27.1%	33.8%	13.5%	4.5%
N=133	5	4	3	2	1
m=3.47	Very convincing		Moderately convincing		Not at all convincing

5. In your opinion, how believable was the information?

	23.1%	20.9%	38.8%	14.2%	3.0%
N=134	5	4	3	2	1
m=3.47	Very believable		Moderately believable		Not at all believable

6. How do you feel about the amount of discussion after the presentation?

	4.7%	14.0%	50.4%	14.7%	16.3%
N=129	5	4	3	2	1
m=2.76	Too much		About right		Not enough

7. In your opinion, how satisfactory were the answers that were given to questions from the audience?

	28.8%	19.5%	31.4%	15.3%	5.1%	N=13
N=118	5	4	3	2	1	6
m=3.52	Very satisfactory		Fairly satisfactory		Not at all satisfactory	No questions asked

8. Did this program do a good job of telling you about Navy benefits?

N=133
m=3.60

19.5%	*32.3%*	*41.4%*	*2.3%*	*4.5%*
5	4	3	2	1
Very good job		So-so		Poor job

9. Was the information presented in a way that was easy to understand?

N=133
m=4.16

45.1%	*26.3%*	*27.8%*	*0.8%*	*0.0%*
5	4	3	2	1
Very easy to understand		Moderately easy to understand		Hard to understand

10. Would you encourage your friends to attend a similar program?

N=131
m=3.98

34.4%	*38.2%*	*20.6%*	*4.6%*	*2.3%*
5	4	3	2	1
Strongly encourage them		No opinion		Strongly discourage them

11. How did the program make you feel about your husband's reenlisting in the Navy?

N=130
m=2.86

2.3%	*6.9%*	*76.2%*	*3.8%*	*10.8%*	*N=1*
5	4	3	2	1	6
Much more favorable toward his reenlisting		No change		Much less favorable toward his reenlisting	Don't know

- Listed below are some topics that often are of interest to Navy wives. First, please indicate how important each area is to you by circling the number corresponding to its importance. Then circle the number corresponding to how much you learned about that area from the program.

  For example, if getting more information about living overseas is very important to you and if this topic was not discussed in the program, circle a "5" for the importance and a "1" for how much you learned, as shown below.

12. How do you feel about each of the following:

See page C-16

	IMPORTANCE OF AREA					LEARNING ABOUT AREA				
	Very important		Fairly important		Not important	Learned a lot		Learned some		Learned nothing
EXAMPLE										
Living overseas	[✓ 5]	4	3	2	1	5	4	3	2	[✓ 1]
a. Opportunities for education & training for your husband	5	4	3	2	1	5	4	3	2	1
b. Health/medical insurance	5	4	3	2	1	5	4	3	2	1
c. Life insurance	5	4	3	2	1	5	4	3	2	1
d. Cross-rating training to change Navy job	5	4	3	2	1	5	4	3	2	1
e. Guaranteed school assignment	5	4	3	2	1	5	4	3	2	1
f. Guaranteed location	5	4	3	2	1	5	4	3	2	1
g. Commissary services	5	4	3	2	1	5	4	3	2	1
h. Vacation benefits	5	4	3	2	1	5	4	3	2	1
i. Retirement benefits	5	4	3	2	1	5	4	3	2	1
j. Housing	5	4	3	2	1	5	4	3	2	1
k. Services such as the Personal Services Center	5	4	3	2	1	5	4	3	2	1

12. How do you feel about each of the following:

	IMPORTANCE OF AREA							LEARNING ABOUT AREA						
	Very important		Fairly important		Not important			Learned a lot		Learned some		Learned nothing		
	5	4	3	2	1			5	4	3	2	1		
a.	67.9%	14.2%	12.7%	3.0%	2.2%	N=134	m=4.43	12.1%	9.8%	42.4%	13.6%	22.0%	N=132	m=2.77
b.	76.5	12.1	9.1	0.0	2.3	N=132	m=4.61	6.8	12.1	39.4	21.2	20.5	N=132	m=2.64
c.	68.8	14.1	13.3	2.3	1.6	N=128	m=4.46	18.9	12.6	40.2	18.1	10.2	N=127	m=3.12
d.	23.2	10.4	24.8	10.4	31.2	N=125	m=2.84	5.6	4.0	25.0	16.1	49.2	N=124	m=2.01
e.	35.4	23.6	22.0	4.7	14.2	N=127	m=3.61	3.1	7.1	21.3	18.1	50.4	N=127	m=1.95
f.	64.1	7.8	20.3	1.6	6.3	N=128	m=4.22	1.6	4.8	23.8	14.3	55.6	N=126	m=1.83
g.	63.4	15.7	16.4	1.5	3.0	N=134	m=4.35	7.6	6.8	25.8	24.2	35.6	N=132	m=2.27
h.	34.6	17.7	31.5	8.5	7.7	N=130	m=3.63	4.8	5.6	23.8	20.6	45.2	N=126	m=2.04
i.	72.7	11.4	10.6	0.8	4.5	N=132	m=4.47	9.2	10.7	43.5	16.0	20.6	N=131	m=2.72
j.	56.0	17.9	14.9	3.0	8.2	N=134	m=4.10	4.6	6.2	43.1	23.1	23.1	N=130	m=2.46
k.	39.1	21.1	30.1	4.5	5.3	N=133	m=3.84	10.7	10.7	42.0	19.1	17.6	N=131	m=2.78

- In this group of questions, please match places or programs in the left column with the services shown in the right column. For example. "Commissaries" on the left provide "places where Navy families buy food" which is "D" on the right. Put the "D" next to "Commissaries" and do the same sort of matching for the other four.

EXAMPLE

D Commissaries

See page C-18

13. ___Personal Services Centers

14. ___Navy Sponsor Program

15. ___Wifeline

16. ___CHAMPUS

SERVICES

A. Helps ease the transition for families moving from one location to another.

B. Publishes useful information about special problems of Navy life.

C. Pays the bulk of the cost for treating dependents in civilian hospitals.

D. Places where Navy families buy food.

E. Help families around the world with emergencies as well as everyday problems.

17. If a member of your family required hospitalization, how much per day would you expect to pay in a military facility?

	Correct response		*Percent selecting response*
	___1	Nothing	*1.5%*
	*x*___2	$ 3.50	*98.5%*
N=135	___3	$12.00	*0.0%*
	___4	$19.35	*0.0%*
	___5	$59.75	*0.0%*

Correct Response	QUESTION	% No Response (N=138)	Number Answers	Percent of Those Responding				
				A	B	C	D*	E
E	13. Personal Services Office	8.7%	126	26.2%	3.2%	0.8%	---	69.8%
A	14. Navy Sponsor Program	9.4	125	76.8	2.4	---	0.8%	20.0
B	15. Wifeline	9.4	125	---	93.6	---	---	6.4
C	16. CHAMPUS	7.2	128	---	---	98.4	---	1.6

*D was the example.

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144-A

18. What percentage of the cost would the Navy pay if you or your children required care as a patient in a civilian hospital under CHAMPUS?

	Correct response		*Percent selecting response*
	___1	Nothing	*0.0%*
	___2	20%	*13.6%*
N=132	___3	40%	*2.3%*
	___4	60%	*3.0%*
	x ___5	80%	*81.1%*

19. What percentage of married Navy personnel do you think live in Navy-owned quarters?

	Correct response		*Percent selecting response*
	___1	10%	*1.5%*
	x ___2	21%	*90.1%*
N=131	___3	53%	*3.8%*
	___4	72%	*3.8%*
	___5	95%	*0.8%*

20. What is the maximum life insurance coverage your husband can carry with the standard Navy policy?

	Correct response	*Range*	*Percent correct*
Also see page C-20	$ *20* thousand (dollars	*3 to 30*	*88.4%*

21. How many days leave does your husband earn in one year? *correct response* *30* days.

	Range	*Percent correct*
Also see page C-20	*21 to 45 days*	*91.3%*

22. As compared with a civilian family, how much would a Navy family be expected to pay for medical and dental services?

	59.2%	*24.8%*	*14.4%*	*0.8%*	*0.8%*	*N=5*
N=125 *m=4.41*	5	4	3	2	1	6
	Navy family would pay much less than a civilian family		About the same		Navy family would pay much more than a civilian family	Don't know

23. How does the cost of civilian life insurance compare with a standard Navy policy with the same amount of coverage?

	69.5%	*14.1%*	*14.1%*	*0.8%*	*1.6%*	*N=3*
N=128 *m=4.49*	5	4	3	2	1	6
	Navy costs much less		About the same		Navy costs much more	Don't know

QUESTION	# Re-spond	Percent of Total (N-138)
Navy Life Insurance (Q20)		
Less than 10 thousand	1	.7%
10-19 thousand	3	2.2%
20 thousand	122	88.4%
21-30 thousand	5	3.6%
No response	7	5.1%
N=	138	
Mean = 20 thousand		
Yearly Leave Time (Q21)		
Less than 1 month	2	1.4%
1 month	126	91.3%
More than 1 month	1	0.7%
No response	9	6.5%
N=	138	
Mean = 30 days		
20 Year Retirement Pay (Q30)		
Less than 50%	7	5.1%
50%	85	61.6%
More than 50%	28	20.3%
No response	18	13.0%
N=	138	
Mean = 51%		

24. What chance do you think your husband has to obtain specialized training while serving in the Navy?

N=130	31.5%	26.9%	29.2%	8.5%	3.8%	N=1
m=3.74	5	4	3	2	1	6
	Very good chance		Fair chance		No chance	Don't know

25. How would you say that the price of food in the commissary compares with food prices in civilian stores?

N=129	10.1%	48.8%	34.9%	4.7%	1.6%	N=1
m=3.61	5	4	3	2	1	6
	Commissary much less		About the same		Commissary much more	Don't know

- Here are some more matching questions. Match each opportunity in the right column with the program or place that offers it shown on the left. For example, on the right, find "D - Teaches the fundamentals of a rating." Put the "D" next to "Class A School" in the left column and continue matching the other four.

EXAMPLE	OPPORTUNITY
D Class A School	A. EMs and EWs with college degrees may earn commissions through this program.
See page C-22 26. ___PACE	B. Has information about all Navy education programs.
27. ___The GI Bill	C. Helps pay for education while still in the Navy.
28. ___Officer Candidate School (OCS)	D. Teaches the fundamentals of a rating
29. ___Navy Campus for Achievement (NCFA)	E. Program for continuing education even while out to sea.

30. If after 20 years of active service your husband decided to retire from the Navy, what percentage of his pay do you think he would receive as retirement income?

	Correct response	Range	Percent correct
Also see page C-20	50 percent	20 to 75 percent	61.6%

Correct Response	QUESTION	% No Response (N=138)	Number Answers	Percent of Those Responding				
				A	B	C	D*	E
E	26. PACE	15.9%	116	0.9%	13.8%	5.2%	0.9%	79.3%
C	27. GI Bill	16.7	115	1.7	3.5	90.4	---	4.3
A	28. OCS	12.3	121	95.9	3.3	---	0.8	---
B	29. NCFA	15.9	116	2.6	71.6	7.8	3.4	14.7

*D was the example.

31. From what sources do you usually obtain information about Navy benefits and entitlements? (Please check all sources you have used during the past year.)

37.7% 1 Mailouts from Navy

86.2% 2 Talking with your husband

52.2% 3 Navy Times

73.9% 4 Talking with other Navy wives

13.0% 5 Talking with a Navy career counselor

25.4% 6 Local newspapers

9.4% 7 Radio programs

21.0% 8 Television

11.6% 9 Billboards

32. Have you ever met with a Navy career counselor to discuss any aspect of your husband's career in the Navy?

13.7% 3 Yes

N=131 85.5% 2 No

0.8% 1 Don't remember

33. Have you ever seen the Navy wives' slide presentation describing benefits and opportunities available to Navy personnel?

40.5% 3 Yes

N=131 58.8% 2 No

0.8% 1 Don't remember

- Information about the Navy's benefits, entitlements, services, and career opportunities can be obtained from many different sources.

34. Please indicate how you most frequently obtain such information. (Choose three sources from the list and write the appropriate letter in the blanks below.)

I obtain information about the Navy from:

See page C-25

___a. Most frequent source

___b. Next most frequent source

___c. Third most frequent source

35. Please indicate which sources you think are best for obtaining accurate information about the Navy. (Choose three sources and write the appropriate letter in the blanks below. You may choose the same sources as in question 32, if you like.)

Best source of accurate information about the Navy:

See page C-25

___a. First choice

___b. Second choice

___c. Third choice

Sources of Information

A. Billboards
B. Navy Times
C. Local Navy newspapers
D. Other local newspapers
E. Magazines
F. Radio
G. Television
H. Mail
I. Posters
J. Wifeline publications
K. Husband tells me
L. Other Navy wives tell me
M. Navy personnel, such as my husband's division officer

QUESTION	% No Response (N=138)	Number Answers	Percent of Those Responding*												
			A	B	C	D	E	F	G	H	I	J	K	L	M
34. Frequent sources of information															
a) First	10.9%	123	---%	12.2%	4.1%	---%	---%	---%	---%	2.4%	---%	2.4%	68.3%	8.9%	1.6%
b) Second	8.0	127	---	15.0	10.2	4.7	1.6	---	0.8	5.5	---	5.5	14.2	37.8	4.7
c) Third	13.8	119	1.7	17.6	11.8	9.2	0.8	---	4.2	12.6	0.8	4.2	9.2	16.8	10.9
35. Accurate sources of information															
a) First	17.4	114	---	15.8	5.3	0.9	---	---	---	7.0	0.9	5.3	42.1	3.5	19.3
b) Second	15.2	117	---	23.9	10.3	2.6	0.9	---	---	4.3	---	11.1	21.4	10.3	15.4
c) Third	16.7	115	1.7	19.1	13.9	3.5	2.6	---	3.5	7.0	---	7.8	12.2	15.7	13.0

*Sources of information are as follows:

- A. Billboards
- B. Navy Times
- C. Local Navy newspapers
- D. Other local newspapers
- E. Magazines
- F. Radio
- G. Television
- H. Mail
- I. Posters
- J. Wifeline publications
- K. Husband tells me
- L. Other Navy wives tell me
- M. Navy personnel, such as my husband's division officer

36. There are many aspects of Navy life about which Navy wives might like to obtain additional information. Please indicate how interested you are about obtaining additional information for each of the following:

See Page C-27

	INTEREST IN ADDITIONAL INFORMATION				
	Very interested		Moderately interested		Not Interested
a. Educational and training opportunities for your husband	5	4	3	2	1
b. Family housing	5	4	3	2	1
c. Medical and dental benefits	5	4	3	2	1
d. Retirement benefits	5	4	3	2	1
e. Recreational facilities	5	4	3	2	1
f. Exchange and Commissary services	5	4	3	2	1
g. Personal Services Office	5	4	3	2	1
h. Wifeline	5	4	3	2	1
i. Navy Wives Club	5	4	3	2	1
j. Husband's job	5	4	3	2	1
k. Dependent educational benefits	5	4	3	2	1
l. Amount of money husband can expect to earn in future	5	4	3	2	1

36. There are many aspects of Navy life about which Navy wives might like to obtain additional information. Please indicate how interested you are about obtaining additional information for each of the following:

INTEREST IN ADDITIONAL INFORMATION

	Very interested		Moderately interested		Not interested
	5	4	3	2	1
a.	50.8%	18.0%	22.7%	3.9%	4.7%
		N=128	m=4.06		
b.	42.7	20.2	21.0	4.8	11.3
		N=124	m=3.78		
c.	77.0	13.5	6.3	0.0	3.2
		N=126	m=4.61		
d.	66.7	13.5	10.3	0.8	8.7
		N=126	m=4.29		
e.	27.0	18.3	42.9	5.6	6.3
		N=126	m=3.54		
f.	51.6	26.2	17.5	1.6	3.2
		N=126	m=4.21		
g.	27.8	26.2	34.1	6.3	5.6
		N=126	m=3.64		
h.	26.8	16.5	34.6	11.0	11.0
		N=127	m=3.37		
i.	26.4	16.0	24.8	15.2	17.6
		N=125	m=3.18		
j.	67.5	17.5	9.5	2.4	3.2
		N=126	m=4.44		
k.	68.8	19.5	4.7	1.6	5.5
		N=128	m=4.45		
l.	71.9	18.0	6.3	0.0	3.9
		N=128	m=4.54		

APPENDIX D

COMMAND RETENTION TEAM QUESTIONNAIRE

This appendix presents the pre and post questionnaires used for evaluation of the movie designed to be used in acquainting command retention team members with the Command Retention Team Concept in operation. Response data are included for the questions, showing number of persons responding, percentage for each response and means where the response choices are of an ordinal nature.

Under the provision of BUPERINST 1000.21 of 5 August 1974, this survey has received Coordination and Control of Personnel Surveys System review and BUPERS approval and has been assigned Report Symbol BUPERS 5314-33.3.

COMMAND RETENTION TEAM QUESTIONNAIRE

PURPOSE OF SURVEY

This questionnaire is part of a study to determine how widespread the concepts of career counseling and command retention programs are. The Navy also wants to learn ways of increasing interest in command retention programs, teach the techniques, and develop a climate for retention throughout all commands.

The first part of the questionnaire (Form A) is to be filled out right away and turned in. After a short presentation about command retention programs, you will be asked to fill out the second part of this questionnaire (Form B).

Please feel free to be completely frank in your answers. Your own honest opinions and perceptions are what we want. Your responses will be strictly confidential and will be used only for research purposes. All processing of data will be done by an outside, non-military organization to ensure that individual replies and other information about individuals is not released to any agency of the U.S. Navy.

Instructions for filling out this questionnaire are on the next page.

FORMAL NOTICE

The data are intended to be used only for statistical purposes; no data reported for an individual will be identified in any publication, and individual data will not be disclosed for any other purpose except as required by law.

SDC/CA-0875

INSTRUCTIONS

- Some questions can be answered by putting a check mark next to your answer. For example:

> Does the Navy have any offices to help personnel and their families with moving, finding schools, etc.?
>
> 5 ✓ 2 Yes
> ___ 1 No

Please note that the numbers to the left of the responses are for processing purposes only and are not part of the questions.

- Some questions are arranged to indicate degree of opinion or feeling. On these, please circle the number that best corresponds to your opinion or feeling. For example:

> How do you feel about your present Navy job?

9	5	[✓ 4]	3	2	1
	Very satisfied		Average		Very dissatisfied

Circling the 4 would indicate that your feeling is between "very satisfied" and "average", or, to put it another way, you are fairly satisfied.

- In some cases, you may need to write in brief answers or descriptions, or follow special instructions on the question.

Please answer all questions on each page, but do not spend a lot of time on any particular one. In all cases, except where specified, please give only one answer to each question.

Thank you very much for your cooperation in responding to this questionnaire.

COMMAND RETENTION TEAM QUESTIONNAIRE

FORM A

Sample N=109

1. Please put the last four digits of your social security number in the spaces below.

2. What is your position?

N=109

0.0% 1 Commanding officer

1.8% 2 Executive officer

8.3% 3 Department officer

22.9% 4 Division officer

6.4% 5 MCPOC/senior enlisted

1.8% 6 Command career counselor

39.4% 7 Dept/div career counselor

2.8% 8 Personnel officer/personnelman

16.5% 9 Other________________

3. Do your present duties require you to be actively involved in the career retention program?

N=109

67.0% 2 Yes

33.0% 1 No

4. Will your future duties require you to be actively involved in the career retention program?

N=109

50.5% 3 Yes

12.8% 2 No

36.7% 1 Don't know

5. How important do you think the job of career counselor is?

N=100
m=4.34

54.0%	31.0%	10.0%	5.0%	0.0%
5	4	3	2	1
Very important		Moderately important		Not very important

6. Even if there is little command support for a command retention program, a career counselor can still make the program work well.

N=100
m=2.45

5.0%	25.0%	10.0%	30.0%	30.0%
5	4	3	2	1
Strongly agree		No opinion		Strongly disagree

7. How desirable is it for the career counselor to spend time looking up records of the people he has scheduled for counseling?

N=100
m=4.37

54.0%	31.0%	13.0%	2.0%	0.0%
5	4	3	2	1
Very desirable		Moderately desirable		Not desirable

8. The command career counselor receives many informative brochures to help answer questions about career choices. In order to use them to the best advantage he should:

N=100

0.0%	1	Mail them only to individuals who are likely to be interested
19.0%	2	Hand them out only in interviews after showing how to use them
74.0%	3	Ensure maximum usage by putting them in display racks outside office, in mess halls, etc.
3.0%	4	Make little use of them as they are probably out of date as soon as delivered
4.0%	5	Don't know

9. What is your opinion of the relative importance of maintaining an active command retention program?

N=100
m=4.34

56.0%	30.0%	9.0%	2.0%	3.0%
5	4	3	2	1
Very important		Moderately important		Not very important

10. When individuals are due for interviews but aren't eligible for reenlistment, how should the career counselor handle them?

0.0% 1 Ignore them
49.5% 2 Help them understand their shortcomings
N=99 31.3% 3 Counsel them anyway and let them go away friends
4.0% 4 Let the personnel officer explain why they can't reenlist
15.2% 5 Other____________________

11. Listed below are some reasons why people reenlist. Which do you think is the best single reason?

1.0% 1 Medical benefits for dependents
6.1% 2 Reenlistment programs that offer advancement
4.1% 3 Increased pay resulting from advancement
N=98 28.6% 4 Current job satisfaction
25.5% 5 Retirement benefits
15.3% 6 Reenlistment bonus
15.3% 7 Other (specify)____________________
4.1% 8 Don't know

12. Do you think that listening is as important as passing information and giving advice?

1.0% 1 No, there is a lot of information to give and the counselor's job is to pass it on
0.0% 2 No, the counselor will just hear the standard objections and complaints about Navy life
N=99 22.2% 3 Yes, listening helps establish atmosphere of sincerity
75.8% 4 Yes, gives counselor the best basis for providing objective, valid career advice
1.0% 5 Don't know

13. How important is it for the program for each of the following people to be members of the Command Retention Team? (Circle appropriate number on each line.)

			Very important		Somewhat important		Not important
N=99	m=4.11	a. Commanding officer	56.6% 5	17.1% 4	15.2% 3	3.0% 2	8.1% 1
N=99	m=4.40	b. Executive officer	67.7% 5	15.2% 4	9.1% 3	6.1% 2	2.0% 1
N=98	m=3.90	c. Department officer	41.8% 5	23.5% 4	22.4% 3	7.1% 2	5.1% 1
N=99	m=4.15	d. Division officer	54.5% 5	21.2% 4	14.1% 3	5.1% 2	5.1% 1
N=96	m=4.09	e. Personnel officer	55.2% 5	14.6% 4	19.8% 3	5.2% 2	5.2% 1
N=99	m=4.89	f. Career counselor	91.9% 5	5.1% 4	3.0% 3	0.0% 2	0.0% 1

14. Is it important for a career counselor to "look Navy" during interviews?

N=100 m=4.05	45.0%	30.0%	15.0%	5.0%	5.0%
	5	4	3	2	1
	Very important		Moderately important		Not important

15. What is your opinion of the importance of the career counselor's knowledge (and sources of information) to operating an effective Command Retention Program?

N=100 m=4.79	83.0%	14.0%	2.0%	1.0%	0.0%
	5	4	3	2	1
	Very important		Moderately important		Not important

16. Scheduling interviews to keep people waiting a short time is a technique that lends importance to career counseling.

N=99 m=3.47	41.4%	22.2%	4.0%	6.1%	26.3%
	5	4	3	2	1
	Strongly agree		No opinion		Strongly disagree

17. The command career counselor might be asked to perform tasks besides those related to his counseling duties. In the list below, check all those you think he might reasonably be asked to do.

N=109
24.8% 1 Serve as Drug Abuse specialist
67.0% 2 Prepare and submit applications for special programs
45.9% 3 Serve as Public Relations assistant
3.7% 4 Serve as Master at Arms
11.9% 5 Other (please specify)________________________
10.1% 6 None of the above

18. Have you ever seen movie film called "Absent Without Incentive" which deals with the establishment of command retention programs?

N=109
16.5% 1 Yes
69.7% 2 No
13.8% 3 Don't remember

19. If yes, how long ago did you see it?

N=19
36.8% 1 During the last month
5.3% 2 One or two months ago
21.1% 3 Three to six months ago
36.8% 4 Six months ago or more

- Navy career counselors have been using several prepared slide shows to present the benefits and opportunities in Navy life. We would like to know which of these you have seen, if any, and what you thought of them.

20. U. S. Navy 18-month Slide Presentation is designed for enlisted personnel who have just completed their first eighteen months of active service. Overall, how well did you like this presentation?

N=9
m=2.67

11.1%	11.1%	44.4%	0.0%	33.3%	N=97
5	4	3	2	1	6
Very well liked		Fairly well liked		Not liked at all	Didn't see or don't remember

21. Which, if any of the following audiences might also find this slide show useful or interesting?

N=109

14.7% 1 Commanding officers
13.8% 2 Executive officers
17.4% 3 Department/division officers
12.8% 4 Senior petty officers
26.6% 5 All enlisted personnel
23.9% 6 Spouses of enlisted personnel

22. The Personnel Retention Slide Presentation is intended for enlisted personnel who are within ten months of completing their first hitch. Overall, how well did you like this presentation?

N=9
m=2.89

11.1%	11.1%	55.6%	0.0%	22.2%	N=92
5	4	3	2	1	6
Very well liked		Fairly well liked		Not liked at all	Didn't see it or don't remember

23. Which of the following audiences, if any, might also find this slide show useful or interesting?

N=109

14.7% 1 Commanding officers
14.7% 2 Executive officers
18.3% 3 Department/division officers
16.5% 4 Senior petty officers
27.5% 5 All enlisted personnel
22.0% 6 Spouses of enlisted personnel

24. U.S. Navy Wives' Slide Presentation is intended to make the wives of first term enlisted personnel aware of the many benefits of Navy life. Overall, how well did you like this presentation?

N=8
m=4.00

37.5%	25.0%	37.5%	0.0%	0.0%	N=97
5	4	3	2	1	6
Very well liked		Fairly well liked		Not liked at all	Didn't see or don't remember

25. Which of the following audiences, if any, might also find this presentation useful or interesting?

N=109
13.8% 1 Commanding officers
14.7% 2 Executive officers
21.1% 3 Department/division officers
15.6% 4 Senior petty officers
35.8% 5 All enlisted personnel

- Information about the Navy's benefits, entitlements, services and career opportunities can be obtained from many different sources.

26. Please indicate how you most frequently obtain such information. (Choose three sources from the list and write the appropriate letter in the blanks below.)

See page D-11

I obtain information about the Navy from:

___a. Most frequent source
___b. Next most frequent source
___c. Third most frequent source

27. Please indicate which sources you think are best for obtaining accurate information about the Navy. (Choose three sources and write the appropriate letter in the blanks below. You may choose the same sources as in question 26 if you like.)

Best source of accurate information about the Navy:

See page D-11

___a. First choice
___b. Second choice
___c. Third choice

Sources of Information

A. Billboards
B. Navy Times
C. Local Navy newspapers
D. Other local newspapers
E. Magazines
F. Radio
G. Television
H. Mail
I. Posters
J. Scuttlebutt from shipmates

- Please stop here. The program will be presented next.

QUESTION	% No Response (N=109)	Number Answers	Percent of Those Responding									
			A	B	C	D	E	F	G	H	I	J
26. Frequent sources of information												
a) First choice	2.8%	106	5.7%	60.4%	0.9%	0.9%	7.5%	---	2.8%	6.6%	6.6%	8.5%
b) Second choice	2.8	106	11.3	25.5	23.6	6.6	13.2	0.9%	1.9	1.9	4.7	10.4
c) Third choice	4.6	104	3.8	5.8	10.6	6.7	18.3	1.0	6.7	3.8	15.4	27.9
27. Accurate sources of information												
a) First choice	5.5	103	5.8	61.2	1.9	---	12.6	---	1.9	8.7	5.8	1.9
b) Second choice	4.6	104	7.7	21.2	36.5	2.9	11.5	1.0	1.0	5.8	8.7	3.8
c) Third choice	8.3	100	7.0	9.0	13.0	6.0	18.0	2.0	7.0	8.0	20.0	10.0

A. Billboards
B. Navy Times
C. Local Navy newspapers
D. Other local newspapers
E. Magazines

F. Radio
G. Television
H. Mail
I. Posters
J. Scuttlebutt from shipmates

COMMAND RETENTION TEAM QUESTIONNAIRE

FORM B

1. Please put the last four digits of your social security number in the spaces below.

☐ ☐ ☐ ☐

2. Overall, how well did you like this presentation?

N=108
m=3.91

28.7%	*38.9%*	*27.8%*	*3.7%*	*0.9%*
5	4	3	2	1
Very well liked		Fairly well liked		Not liked at all

3. To what extent do you think it would be desirable to operate a command retention program along the lines suggested in the presentation?

N=108
m=4.28

50.0%	*33.3%*	*13.0%*	*1.9%*	*1.9%*
5	4	3	2	1
Very desirable		Moderately desirable		Not desirable

4. To what extent do you think it would be possible to operate a command retention program along the lines suggested in the presentation?

N=108
m=3.35

14.8%	*29.6%*	*38.0%*	*11.1%*	*6.5%*
5	4	3	2	1
Very possible		Maybe		Not possible

5. How realistic do you feel the presentation was about the problems in establishing an active command retention program?

N=108
m=3.54

20.4%	*34.3%*	*31.5%*	*6.5%*	*7.4%*
5	4	3	2	1
Very realistic		Moderately realistic		Not realistic

6. In what way did the presentation affect your interest in having an active command retention program in your command?

N=108
m=3.89

28.7%	*34.3%*	*35.2%*	*0.9%*	*0.9%*
5	4	3	2	1
Increased my interest		No change		Decreased my interest

7. If you wanted to use a presentation that would reflect your own feelings about career counseling and command retention programs would you choose this presentation?

N=108 *m=3.68*	*24.1%*	*38.0%*	*25.9%*	*5.6%*	*6.5%*
	5	4	3	2	1
	Definitely yes		Maybe		Definitely no

8. How helpful would it be to your command's retention program for each of the following to see this presentation? (Circle appropriate number on each line.)

See page D-14

	Very helpful		Moderately helpful		Not helpful
a. Commanding officer	5	4	3	2	1
b. Executive officer	5	4	3	2	1
c. Department officer	5	4	3	2	1
d. Division officer	5	4	3	2	1
e. Personnel officer	5	4	3	2	1
f. Career counselor	5	4	3	2	1
g. Senior petty officer	5	4	3	2	1
h. All enlisted personnel	5	4	3	2	1
i. Spouses of enlisteds	5	4	3	2	1

9. The presentation you just saw tried to do several things, some of which are listed below. Please indicate what it did best, second best, and third best, by placing the appropriate letter in the space below.

A - created enthusiasm for command retention programs
B - gave concrete methods of launching and running a program
C - gave good feeling for how to run program but no particular guidelines
D - gave good reasons for establishing a command retention program
E - gave good suggestions for making the retention program the climate of the command--an all-hands job
F - showed problems and potential solutions as well

See page D-14

___a. Did best

___b. Did second best

___c. Did third best

8. How helpful would it be to your command's retention program for each of the following to see this presentation?

			Very helpful		Moderately helpful		Not helpful
			5	4	3	2	1
N=107	m=4.48	a. Commanding officer	65.4%	21.5%	10.3%	0.9%	1.9%
N=108	m=4.42	b. Executive officer	65.7	18.5	10.2	2.8	2.8
N=108	m=4.36	c. Department officer	59.3	25.0	10.2	3.7	1.9
N=107	m=4.51	d. Division officer	67.3	20.6	9.3	1.9	0.9
N=106	m=4.38	e. Personnel officer	59.4	26.4	8.5	3.8	1.9
N=106	m=4.60	f. Career counselor	71.7	21.7	3.8	0.9	1.9
N=106	m=4.43	g. Senior petty officer	62.3	23.6	10.4	2.8	0.9
N=103	m=3.69	h. All enlisted personnel	35.9	20.4	25.2	13.6	4.9
N=100	m=3.46	i. Spouses of enlisteds	32.0	17.0	26.0	15.0	10.0

9. The presentation you just saw tried to do several things, some of which are listed below. Please indicate what it did best, second best, and third best, by placing the appropriate letter in the space below.

QUESTION	% No Response (N=109)	Number Answers	Percent of Those Responding					
			A	B	C	D	E	F
a) Did best	3.7%	105	16.2%	13.3%	10.5%	29.5%	21.9%	8.6%
b) Did second best	4.6	104	12.5	7.7	12.5	19.2	35.6	12.5
c) Did third best	5.5	103	13.6	9.7	11.7	15.5	14.6	35.0

A - Created enthusiasm for command retention programs

B - Gave concrete methods of launching and sunning a program

C - Gave good feeling for how to run program, but no particular guidelines

D - Gave good reasons for establishing a command retention program

E - Gave good suggestions for making the retention program the climate of the command -- an all-hands job

F - Showed problems and potential solutions, as well

10. How do you rate the importance of the career counselor's job?

N=109
m=4.57

67.0%	24.8%	6.4%	1.8%	0.0%
5	4	3	2	1
Very important		Moderately important		Not important

11. It is possible for a command career counselor to make the retention program work well even if there is little command support.

N=106
m=3.05

15.1%	31.1%	14.2%	22.6%	17.0%
5	4	3	2	1
Strongly agree		No opinion		Not important

12. Is it desirable for the career counselor to study the records of individuals before interviewing them?

N=109
m=4.71

74.3%	22.0%	3.7%	0.0%	0.0%
5	4	3	2	1
Very desirable		Moderately desirable		Not desirable

13. Many informative brochures and flyers are put out by the Navy to aid in career choices. How should the career counselor use them?

N=109

2.8% 1 Mail them only to individuals who are likely to be interested

65.1% 2 Hand them out only in interviews after showing how to use them

29.4% 3 Ensure maximum usage by putting them in display racks outside office, in mess halls, etc.

1.8% 4 Make little use of them as they are probably out of date as soon as delivered

0.9% 5 Don't know

14. In your opinion, what is the relative importance of maintaining an active command retention program?

N=109
m=4.50

61.5%	27.5%	10.1%	0.9%	0.0%
5	4	3	2	1
Very important		Moderately important		Not important

15. How should the command career counselor deal with individuals the Navy doesn't want to retain?

0.9% 1 Ignore them
32.4% 2 Help them understand their shortcomings
N=108 53.7% 3 Counsel them anyway and let them go away friends
1.9% 4 Let the personnel officer explain why they can't reenlist
11.1% 5 Other__________________

16. Which one of the possibilities below do you think is the best single incentive for reenlistment?

1.9% 1 Medical benefits for dependents
5.7% 2 Reenlistment programs that offer advancement
0.0% 3 Increased pay resulting from advancement
N=106 42.5% 4 Current job satisfaction
17.0% 5 Retirement benefits
14.2% 6 Reenlistment bonus
15.1% 7 Other (specify)____________________
3.8% 8 Don't know

17. Do you believe that a career counselor should place as much importance on listening as on providing information and advice?

0.0% 1 No, there is a lot of information to give and the counselor's job is to pass it on
0.0% 2 No, the counselor will just hear the standard objections and complaints about Navy life
N=109 22.9% 3 Yes, listening helps establish atmosphere of sincerity
76.1% 4 Yes, gives counselor the best basis for providing objective, valid career advice
0.9% 5 Don't know

18. Please rate the importance of each of the following people as members of the Command Retention Team. Circle appropriate number on each line.

		Very important		Moderately important		Not important
		5	4	3	2	1
N=107 m=4.48	a. Commanding officer	70.1%	15.0%	9.3%	3.7%	1.9%
N=107 m=4.45	b. Executive officer	69.2%	15.0%	9.3%	4.7%	1.9%
N=107 m=4.10	c. Department officer	50.5%	21.5%	19.6%	4.7%	3.7%
N=108 m=4.43	d. Division officer	64.8%	19.4%	12.0%	0.9%	2.8%
N=106 m=4.33	e. Personnel officer	61.3%	19.8%	12.3%	3.8%	2.8%
N=108 m=4.84	f. Career counselor	88.9%	6.5%	4.6%	0.0%	0.0%
N=106 m=4.59	g. Senior petty officer	70.8%	19.8%	7.5%	0.9%	0.9%

19. How important is the neat, professional Navy appearance of the career counselor when he is interviewing?

N=109 m=4.49	61.5%	28.4%	8.3%	0.9%	0.9%
	5	4	3	2	1
	Very important		Moderately important		Not important

20. In your opinion, how important to the operation of an effective Command Retention Program is the career counselor's knowledge plus familiarity with information sources?

N=109 m=4.77	81.7%	13.8%	4.6%	0.0%	0.0%
	5	4	3	2	1
	Very important		Moderately important		Not important

21. A technique that heightens the importance of the counseling session is to schedule interviews so that each person waits a short time.

N=109 m=3.04	38.5%	11.9%	5.5%	2.8%	41.3%
	5	4	3	2	1
	Strongly agree		No opinion		Strongly disagree

22. In addition to his counseling duties, the command career counselor might reasonably be expected to perform which of the following? (Check all that apply.)

N=109

14.7% 1 Serve as Drug Abuse specialist
56.0% 2 Prepare and submit applications for special programs
28.4% 3 Serve as Public Relations assistant
4.6% 4 Serve as Master at Arms
11.9% 5 Other (please specify)______________________

30.3% 6 None of the above

APPENDIX E - REFERENCES

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